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## ABSTRACT

This document contains the 1972 4-year plan that the University of the State of New York Board of Regents has devised for postsecondary education in New York state. More people have been involved in the development of the 1972 plan than any preceding one. In addition to the educational community, the public at large had a voice through public hearings that were held throughout the state. The purpose of these hearings was to elicit the comments of all interested parties, to better meet the needs of society, both individually and collectively, in the area of education beyond high school. In addition, the plan underscores the necessity for optimal utilization of all post-secondary educational resources. It boldly endorses the concept that these resources include proprietary schools, industrial laboratories, and apprenticeship programs, as well as the traditional public and private higher education institutions. The first division of the document presents the academic plan for post-secondary education, the second offers a review and analysis of master plans by educational sector, and the third division discusses the role of the Regents in postsecondary educational planning. (Author/HS)

ED 068052

# EDUCATION BEYOND HIGH SCHOOL

**The Regents Tentative Statewide Plan  
for the Development of Post-Secondary Education,  
1972**



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September 1972

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NOTICE OF PUBLIC HEARING

on

EDUCATION BEYOND HIGH SCHOOL  
The Regents Tentative Statewide Plan  
for the Development of Post-Secondary Education, 1972

A public hearing on EDUCATION BEYOND HIGH SCHOOL, the Regents Tentative Statewide Plan for the Development of Post-Secondary Education, 1972, will be conducted by the Regents on Friday, September 29, 1972, in Chancellors Hall, State Education Building, Albany, New York. The hearing will begin at 9:00 a.m. and continue to 4:00 p.m.

Speakers will be afforded the opportunity to present their remarks in the order in which their requests are received. In order that all who desire to speak may be heard, each speaker will be limited to 10 minutes. All speakers are requested to submit at least two copies of their remarks at the hearing.

All persons desiring to appear at the hearing should notify Mr. Donald C. Martin, Office of Planning in Higher Education, State Education Department, Room 1923 Twin Towers, 99 Washington Avenue, Albany, New York 12210; telephone 518-474-5091.

Additional copies of the tentative statewide plan are available upon request.

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To the Governor and Legislature of the State of New York:

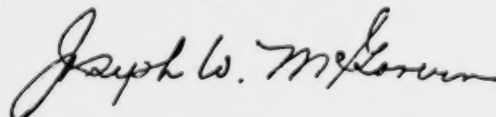
In compliance with Section 237, Subdivision 4, of the Education Law of the State of New York, I am pleased to transmit to you herewith Education Beyond High School, The Regents Tentative Statewide Plan for the Development of Post-Secondary Education, 1972.

The master plans prepared respectively by the trustees of the State University of New York, the Board of Higher Education of the City of New York, and the Executive Board of the Commission on Independent Colleges and Universities have been reviewed and acted upon and the Regents tentative positions on the recommendations contained therein have been incorporated in the Regents plan.

A public hearing on the content and recommendations will be held on the Regents tentative plan in Albany at the State Education Department on September 29, 1972. The Regents Statewide Plan for the Development of Post-Secondary Education, 1972 may well contain changes and modifications resulting from that hearing.

The Regents commend this plan and its provisions to you for careful consideration. The implementation of the policies and practices set forth will call for the continued bipartisan support which is a hallmark of New York State Education.

Respectfully yours,



Joseph W. McGovern  
Chancellor of the Board of Regents

## FOREWORD

The Regents tentative 1972 statewide plan, the third in a series produced every 4 years, is markedly different from the previous plans. The major difference is in the scope of the plan which has been expanded to encompass all aspects of education beyond high school. This more comprehensive approach to post-secondary education has led in turn to the incorporation of the review of the master plans of noncollegiate post-secondary institutions into the plan.

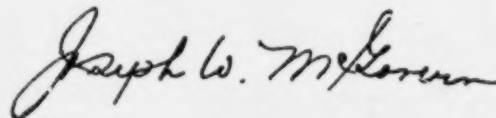
The area of traditional higher education or collegiate post-secondary education has also undergone expansion with the inclusion of a review of the private colleges and universities master plan as prepared by the Commission on Independent Colleges and Universities. Formerly, master plans were received only from the two public systems: the State University and The City University.

The development process also differed significantly as the Regents actively pursue their rightful role of educational leadership. This took the form of a planning bulletin which was issued to all post-secondary education institutions to guide them in developing their individual master plans. The bulletin contained the goals and the priority concerns of post-secondary education as perceived and formulated by the Regents, who, because of their responsibility for the total educational system, are in a unique position to perform the task of goal setting and problem identification. From this vantage point, the problems and issues of articulating the various types and kinds of post-secondary education into a lifelong learning process assume their proper perspective.

It is notable that in the 1972 statewide plan the Regents have gone beyond the former practice of formulating goals and have put forth specific objectives toward the achievement of these goals, plus recommended courses of action to implement the objectives. This is the role of educational statesmanship; the active participation in the leadership function through concrete proposals.

The issuance of the tentative 1972 statewide plan does not represent the end of the planning process, but rather a point on the planning continuum. It is now incumbent upon the Regents to maintain the relevancy and viability of the plan by monitoring the progress made in implementing the recommendations and by amending the plan as changes in the educational climate dictate. The inherent flexibility in the planning legislation, enacted in 1961 and amended in 1971, provides the mechanisms by which the currency of the plan may be maintained. The Governor and the Legislature may take pardonable pride in this enlightened legislation.

The Regents wish to acknowledge the cooperation of the post-secondary institutions and agencies which considerably eased the task of coordinating the planning process for the complex and diverse system that is New York State post-secondary education. The Regents also wish to acknowledge the able assistance of their executive officer, the Commissioner of Education, and his higher and professional education staff.



Joseph W. McGovern  
Chancellor of the Board of Regents

## PREFACE

The magnitude and increasing complexity of the higher education enterprise in New York State have intensified the need for coordinated planning as exemplified by the Regents statewide plans. Through these plans, which have been developed on a quadrennial basis since 1964, the Regents identify the problems and issues confronting education beyond high school and formulate policies and courses of action for their resolution.

The key words describing the 1972 plan are involvement and utilization. More people have been involved in the development of this plan than any preceding one. Naturally the education community has been involved, but more importantly, the general public has played a key role. Before the Regents planning bulletin was issued in 1971, a series of public hearings were held throughout the State. The purpose of these hearings was to elicit the comments of all interested parties, to better meet the needs of society, both individually and collectively, in the area of education beyond high school.

In terms of utilization, the plan underscores the necessity for optimal utilization of all post-secondary educational resources. It boldly endorses the concept that these resources include proprietary schools, industrial laboratories, and apprenticeship programs, as well as the traditional public and private institutions of higher education. Greater utilization must be made of the skills, knowledges, and understandings gained by the citizens of the State by means other than those of traditional higher education. It is only through this type of endeavor that the continuing educational needs of the State may be met in an effective and prudent manner.



The task is immense, but not overwhelming. With all concerned parties working together in a spirit of cooperation, the Regents are confident that New York State will maintain its position of leadership and excellence in educational quality.

As Commissioner of Education, I share this confidence and commend the Regents Statewide Plan for the Development of Higher Education, 1972 to all concerned persons committed to the expressed purposes and goals of post-secondary education. To increase the effectiveness of the planning process, comments and criticisms are invited.

*Ewald B. Nyquist*

Ewald B. Nyquist  
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## EDUCATION BEYOND HIGH SCHOOL

### The Regents Statewide Plan for the Development of Post-Secondary Education, 1972

#### Introduction

This is the Regents third quadrennial statewide plan for education beyond high school. It is their first plan for the development of total post-secondary education. As such, it is intended to serve as a statewide plan through the 1970's for the development and guidance of all forms of post-secondary education, both collegiate and noncollegiate.<sup>1</sup>

The 1964 and 1968 statewide plans were concerned primarily with the expansion and development of higher education, or collegiate post-secondary education. This plan goes far beyond the traditional concept of higher education. While doing so, however, it does assess the current state of affairs in traditional higher education, sets new goals, and offers guidelines for revising and strengthening this form of higher education. It also sets forth guidelines and programs for innovations in the delivery of higher education to a vast new clientele. These innovations the Regents call non-traditional collegiate post-secondary education.

In addition to higher education, the plan recognizes and provides guidelines for the development and improvement of post-secondary educational programs which are not collegiate oriented -- such as proprietary, apprenticeship, industrial, and trade center programs.

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<sup>1</sup> Collegiate post-secondary education in this document refers to all forms of education carried on under the supervision and/or administration of a formal, degree-granting institution. Noncollegiate post-secondary education refers to those forms of education which are carried on in settings outside of formal degree-granting institutions, such as in proprietary institutions, apprenticeship programs, and in specialized business and industrial-sponsored settings.

The basis for the comprehensiveness of this plan is inherent in a 1969 Regents document regarding education beyond high school. At that time they said:

It is the policy of the Board of Regents that every high school graduate (or the equivalent) of the State should have an equal opportunity for post-secondary education, not limited to two and four year degree granting institutions; the opportunity to be unrestricted by race, color, creed, sex, national origin, or economic conditions.

Every high school graduate who desires improvement in his skills, knowledge, and understandings should have the opportunity to extend his education beyond high school if he so desires.

Opportunities should be provided for all high school graduates -- those who wish college level education, as well as those who seek other forms of post-secondary education.<sup>1</sup>

The Regents stressed then and reaffirm now that contemporary social and economic imperatives require an enlargement of the concept of post-secondary education. This enlarged concept requires that there be a range of programs and experiences of varying lengths and purposes available to students in college (utilizing both public and private resources), proprietary schools, industrial centers, and other educational facilities. The Regents believe that educational opportunities should be available to an individual so that he can satisfy his educational aspirations throughout his lifetime, as long as he has the aptitude, motivation, and interest to improve himself. They believe further that all forms of education which serve to enhance the dignity of man are worthy of systematic planning, development; and assessment, whether or not they lead to degrees or other formal credentials.

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<sup>1</sup>Open Admission to Post-Secondary Education: A Statement by the Regents of the University of the State of New York, Albany, New York: New York State Education Department, December 1969.

This document sets forth and describes a wide variety of educational programs (the external degree, Empire State College, University Without Walls, open admissions, occupational and continuing education programs) available to all persons who have completed high school or the equivalent.

To direct the planning activities of all institutions and agencies toward the enlarged concept of post-secondary education, The Regents issued a publication entitled Education Beyond High School: The Regents Planning Bulletin Concerning the Regents Statewide Plan for the Development of Higher Education, 1972. This bulletin was the Regents first direct invitation to all collegiate and noncollegiate post-secondary institutions and other agencies engaged in post-secondary activities to join with them in making a total educational experience possible. The bulletin requested all institutions, as they developed both programs and long-range plans, to provide for maximum lateral and vertical mobility of students. This request was in keeping with the Regents belief that credit should be given to students for what they know, regardless of how and where they learned it.

This plan, in addition to setting forth guidelines for the development of all forms of post-secondary education in New York State, contains the Regents policy statements concerning the mission and goals of post-secondary education. Also, in keeping with legal requirements, this document contains the responses of institutions and agencies to the Regents request for long-range post-secondary educational plans. The plans and programs of these institutions and agencies have been reviewed and evaluated in relation to State needs as a whole and in relation to national and international needs. The Regents policy statements and institutional plans have been incorporated to form an integral part of the Regents statewide plan for 1972.

Before the 1972 statewide plan is presented, a statement should be made about the climate in which this plan is presented.

The Regents are fully aware that the issuance of this statewide plan for the total development of post-secondary education comes at a time when resources are limited, when the State, its citizens, and its businesses and industries face serious fiscal constraints. For many public institutions merely maintaining current program levels seems almost impossible, while for others expanding operations seems improbable. This is especially true in collegiate post-secondary education. Rapidly rising costs and fiscal constraints limit planning options. Yet, the Regents believe that such a plan poses many opportunities to "put it all together" by planning for a total post-secondary experience. Notwithstanding these problems and difficulties, planning for education, by its very nature, must be forward-looking and optimistic. Education thrives on unsolved problems, because it makes its greatest contribution to new knowledge by finding solutions to seemingly insurmountable problems. The Regents, therefore, present this statewide plan with assurance and confidence, despite financial constraints. They recognize the significant contribution education can and does make in meeting both individual and societal needs and the vital role of planning and coordination.

#### Organization and Purpose of the Plan

The Regents 1972 statewide plan has three divisions and a summary. The First Division is "The Regents Academic Plan for Post-Secondary Education." The Second Division is "The Regents Analysis and Review of the Master Plans of Post-Secondary Education Institutions." The Third Division is "The Role of the Regents in Post-Secondary Educational Planning."

The content of the first division of the Regents 1972 statewide plan is intended to show clearly (a) a broadening of the scope of post-secondary education as perceived by the Regents; (b) an enunciation by the Regents of certain shifts in their emphasis in the mission of post-secondary education so structured to meet the educational needs of a diverse population: the gifted, the educationally disadvantaged, minorities, women, adults, low-, middle-, and high-income groups, returning veterans, and those who want to upgrade their skills; (c) the size of the population to be served; and (d) the resources necessary to meet the educational needs.

In this division of the plan, the Regents encourage increased experimentation and assert that they will encourage and facilitate change. While respecting the objectives of traditional academic programs, the Regents call upon the academic community to reexamine traditional programs to make them more responsive to human needs. The Regents also call upon the academic community to bring about real innovation in the educational delivery system.

In calling for the development of a broader and more responsive system of post-secondary education, the Regents are mindful of the costs involved and the financial limitations under which most institutions operate. They propose a financial plan for meeting some of the fiscal needs. However, even if the full financial proposal were realized, the Regents believe that both faculty and administration will have to learn to live with and be productive in an educational climate which demands more efficient use of resources.

The Regents also express their commitment to exercise a stronger coordinating role over all post-secondary education, especially collegiate post-secondary education.



The second division of the Regents 1972 statewide plan contains Regents reviews and analyses of the master plans of both collegiate and noncollegiate post-secondary institutions of the State. The analyses of these master plans are keyed to two sets of criteria: (1) Regents formal action on the master plan recommendations made by each sector, and (2) Regents commentary on the responses made by each sector to the Regents priority concerns as contained in the 1971 planning bulletin.

The third division describes the role and function of the Regents in post-secondary education, the role of the Commissioner of Education, the function of the State Education Department, and the structure of post-secondary education in the State.

Once an analysis has been made of the master plans of the educational institutions of the State against the criteria above and as stated in the first division, a coordinated summary is made of the Regents recommendations and the Regents positions pertaining to the sector plan recommendations. This summary represents, in fact, the Regents 1972 statewide plan to guide the development and operation of the system of post-secondary education through the decade of the seventies.

Lest one view this document as fixed and unchangeable through the seventies, there is built into the State Education Law flexibility whereby institutions may petition the Regents to amend their master plan at any time, and whereby the Regents may also amend their statewide plan. All amendments to the Regents statewide plan and to the public sector plans are subject to gubernatorial approval. In 1974, a Regents progress report will be issued showing progress being made toward Regents and institutional objectives as well as amendments which have been made to the three sector



master plans and the Regents statewide plan. In 1976, as in each subsequent 4-year period, revisions will be made to the Regents statewide plan and the master plans of institutions.

#### Assumptions

The social, political, economic, and cultural changes rapidly taking place in our environment demand that serious planning for education in the rest of this century be geared to the stimuli and influences that impact on the environment. This means that planning for the remainder of this century, or indeed for this decade call for the establishment of broad assumptions. It is obvious that projected enrollments, academic programs, financial considerations, and the body of knowledge to be learned are all influenced by these stimuli. Hence, this document attempts to identify and set forth assumptions which have bearing upon what the educated man should look like once he passes through the broad education medium.

The assumptions, therefore, upon which this document is predicated are as follows:

1. There will continue to be a need for people educated and trained at least to the level of today's college and university graduates.
2. The most feasible way to provide such education and training is through modification of the existing system and methods.
3. The educational conscience of the State's citizenry will continue to demand expanded programs of post-secondary educational opportunities for all high school graduates without regard to race, religion, sex, or economic status.
4. Students may be expected to devote approximately the same percentage of their present and future incomes to the acquisition of post-secondary education.
5. The State's citizens will continue to desire that all the educational resources of the State, whether they be public or private, be utilized for the public benefit in the most effective and economical manner possible.

6. There will be an increased need to provide instruction and educational resources in localities convenient to population centers.
7. Uniform systems for reporting academic, financial, personnel, and physical facilities data now being developed at the Federal level will be required as a condition of participation in Federal financing and, eventually, of tax exemption.
8. The 18-to 21-year-old population of the Nation will increase from 15 million in 1971 to 17 million by 1978. It will decline to 14 million by 1987 before increasing to 16 million by 2030 and leveling off at a constant birth rate.
9. There will be an increasing demand by persons of all age groups for post-secondary education; many on a discontinuous, short-term, and specific basis.
10. There will be rapid acceptance of the concept of the external degree awarded for knowledge and skills acquired by means other than formal instruction.
11. The temporary general oversupply of scientists and engineers will continue for the next several years, but a deficit will appear by the early 1980's as the new supply decreases, population increases, and requirements for technological progress increase.
12. The temporary decline in Federal financing of scientific and technological research and development will continue; then, funding will gradually increase following some restructuring of governmental agencies and clarification of national priorities.
13. The economy will continue to shift from a goods-production to a service orientation. Major post-industrial society changes in traditional relationships between business and labor will occur.
14. There will be a continued growth of 2-year colleges, primarily in the public sector at the community college level. This growth will meet the growing demands for 2 years of education beyond high school.

## THE FIRST DIVISION: THE ACADEMIC PLAN FOR POST-SECONDARY EDUCATION

The first division of The Regents Statewide Plan for the Development of Post-Secondary Education, 1972 delineates the Regents perception of an academic system of post-secondary education to meet the future educational demands of the State.

Briefly stated, the Regents see the extension of educational opportunity to segments of the population not now served by the State's system of post-secondary education as their highest priority. This extension of opportunity requires the maintenance and maximum utilization of a comprehensive system of post-secondary education encompassing public, nonpublic, and proprietary institutions. It also calls for the establishment within that system of diverse educational opportunities to match the wide range of needs and abilities of the students seeking post-secondary education.

This wide range of requirements calls for recognition of a broad spectrum of post-secondary institutions ranging from those offering specialized vocational training to institutions offering the most advanced levels of graduate research and training. The Regents envisage diverse educational strategies extending from the traditional collegiate forms to non-traditional forms which are oriented to meet individual needs. Large components of independent study will characterize such programs; they will draw upon the broadest pattern of cultural, technical, and educational resources of the community. The range of requirements called for in this plan also demands that the post-secondary education system develop patterns of transfer between, among, and within systems so that lateral and vertical mobility is assured. This means that students must be rewarded for what they know and not for how they learned it. It means that there be easy

access for students, without penalty, to any level of education they so desire. This may come in the form of continuing education, with or without degree expectation. The system described in this plan calls for a new and enlarged opportunity for an expanded population to have full access to such forms of post-secondary education as their aptitudes and motivations demand.

The range of requirements called for in this document expects post-secondary institutions to participate more fully in community affairs, in helping solve community problems, and in providing leadership training to members of the community who must carry on community and civic affairs.

To provide this range of requirements, the Regents assume that financial resources will be made available by the Legislature to support meaningful post-secondary educational programs. In addition, they emphasize that the further extension of higher educational opportunities can be achieved only if institutions are able to manage and administer their resources more carefully and more prudently in the future than they have in the past. In this plan, the Regents look to reductions in the costs of post-secondary education to be achieved primarily through better academic management of higher educational resources.

If the educational commitment for extended opportunity is to be met, the Regents expect the higher education community to recognize the many paths available for the achievement of academic competence. Institutions are expected to give greater recognition to student achievement from other institutions, from independent study, and from work and cultural experiences. For their part, the Regents will extend their flexibility in encouraging and recognizing institutional efforts to experiment within their educational programs.

The extension of educational opportunity will not by itself increase accessibility of the post-secondary system to students and faculty drawn from minority groups. The Regents demand that all institutions, but especially public institutions, develop more aggressive recruitment policies to encourage greater participation by minority populations in our higher education system. In so doing, the Regents reiterate their commitment to racial integration and give notice that they will not accept de facto academic segregation on college campuses whether it results from racial bias or from a genuine desire by college administrators to provide a more comfortable setting for minority students or to accommodate separatist ideologists.

The commitment to the pursuit of academic excellence is reiterated by the Regents, and their plan gives special recognition to several means to achieve this end: the maintenance of centers of excellence for doctoral studies; new registration arrangements to assure increased quality of undergraduate and master's offerings; plans for heightened standards for teacher preparation and other professional education; recommendations for the reservation of faculty prerogatives over academic policies outside the framework of collective negotiations; and recommendations for the retention of tenure arrangements, but under circumstances assuring continuing opportunities for new faculty appointments.

Finally, the Regents present recommendations on resource requirements to achieve the objectives set forth in their plan. A comparison of their projected enrollment needs with the enrollment goals of the State and City University systems and the nonpublic institutions in the State indicates the reality of the plan and its potential for implementation. Facility resources and needs are examined and the Regents recommend a more intensive

utilization of facilities before new construction is undertaken, especially at nonpublic institutions.

The need for new financing arrangements is clearly indicated to provide opportunities for low- and middle-income students at a reasonable cost, while minimizing the burden imposed on the taxpaying public for support of public and nonpublic higher education. The Regents assume that the public demand for post-secondary education for all its citizens is sufficient to justify a reasonably increased tax burden in support of higher education.

In the remainder of this section, the Regents define the mission of post-secondary education, state long-term goals for post-secondary education, and delineate more specific objectives to be achieved through 1980.



PART I: The Mission of Post-Secondary Education

The mission of post-secondary education as seen by the Regents is twofold: (1) to provide lifelong post-secondary educational opportunities and programs for all those in the State who have the aptitude, motivation, and desire, and (2) to meet the needs of society for an educated citizenry, for trained personnel, and for research and community services.

SECTION 1: The Regents Goals for Post-Secondary Education to A.D. 2000

In EDUCATION BEYOND HIGH SCHOOL: The Regents Planning Bulletin Concerning the Regents Statewide Plan for the Development of Higher Education, 1972, the Regents established broad goals for post-secondary education and required that participating institutions develop their respective master plans in relation to the following goals:

1. Equalization of Educational Opportunities

Rationale:

Equalized opportunity for entry into all forms of post-secondary education for all those who are high school graduates or those possessing equivalent experience encompasses the basic principle of equality held by this Nation since its inception and reflects changing social values and enacted legislation which have attempted to clarify the concept of equality. The principal problem remaining is the elimination of economic barriers through the development of viable financial plans.

2. A Comprehensive System of Post-Secondary Education

Rationale:

A broad range of post-secondary institutions (collegiate and noncollegiate) is needed to provide sufficient programs and experiences, both in number and diversity, to span the continually evolving needs of the high school graduates of the State. The system must provide for easy vertical and lateral mobility among the various categories of post-secondary educational opportunities throughout the adult life of each participating individual.

3. Excellence in the Pursuit of Knowledge

Rationale:

Post-secondary education, especially collegiate post-secondary education, must support an atmosphere of inquiry conducive to the systematic search for knowledge in order to ensure that the quality of post-secondary education may continually improve itself. This condition is necessary to bring the participating individual to his maximum level of development as well as to guard against educational quality erosion, which could result from the increasing size of the post-secondary enterprise.

4. Meeting the Educational Needs of Society

Rationale:

The educational needs of society must be constantly appraised and accounted for by providing opportunities for individuals to pursue studies which will qualify them for occupational endeavors necessary to meet the changing demands of a dynamic post-industrial society. This will ensure the highest level of self-realization of the individual through eventual job success and will also ensure the highest level of social betterment for the State and the Nation.

5. A System Responsive to Community Needs

Rationale:

The traditional role of the university has always included the extension of public service, but the level of involvement with the community has been progressively increasing with the advent of a new era of social responsibility. The opening up of new avenues of communication between school and neighborhood serves to foster an increased awareness of each other's goals and needs, and will result in a better understanding of the benefits to be derived from cooperative planning. Both collegiate and noncollegiate post-secondary education must therefore continue to integrate the needs of local communities with their own academic goals in order to realize any degree of social betterment resulting from the interaction of the two entities.

SECTION 2: The Regents Specific Objectives for Post-Secondary Education to 1980

Based on the long-range goals stated above, the Regents have identified some immediate objectives for all post-secondary education to work toward.

They are as follows:

1. To assure that by 1980 every high school graduate (or the equivalent), having the aptitude and motivation for post-secondary education, will have the opportunity to be admitted to a program of study suited to his educational needs and that this opportunity be afforded without regard to race, creed, sex, age, national origin, or economic status.
2. To develop and implement by 1980 a comprehensive system of post-secondary education, utilizing wherever feasible the principle of regionalization, to provide the following:
  - a. A diversity of programs designed to offer increased options to all students whatever their reasons for attending a post-secondary institution, be it
    - (1) to work toward a degree,
    - (2) to increase expertise in their chosen field,
    - (3) to take courses for self-enrichment;
  - b. Open access to post-secondary educational opportunities for people of all ages;
  - c. Flexible admissions criteria for easier entry and reentry into and among post-secondary institutions;
  - d. Maximum utilization of physical facilities and personnel resources through interinstitutional cooperation;
  - e. Consideration of the national and international implications of post-secondary education.
3. To maintain and strengthen the quality of graduate education in New York State through prudently using currently available resources, avoiding duplication and proliferation, and continually reassessing and realigning program offerings in response to the changing needs of individuals and of society.
4. To encourage all post-secondary educational institutions to enlarge their commitment to, and to be more responsive to, the needs of the communities in which they exist, be they local, State, national, or worldwide.
5. To ensure that integration in post-secondary institutions becomes a fact in all areas, including student enrollments, faculty personnel, and residential accommodations under the auspices of the institutions.
6. To develop and implement a post-secondary planning and management information system, to serve the needs of the State and to be compatible with the work being carried on by the United States Office of Education through the National Center for Higher Education Management Systems at the Western Interstate Commission for Higher Education. This system would provide a realistic data base for implementation of the above objectives.

## PART II: Strengthening Collegiate Education

There have been strident demands by both the public and students for changes in the collegiate educational community -- changes in governance, instruction, admissions, accountability, and the relevance of what is taught to real life situations. The Regents, in 1972, believe that every institution should reexamine its offerings, its administrative procedures, the source and type of clientele for which it provides educational opportunities, and the quality of its output. Part II of the academic plan for post-secondary education, which describes the Regents desires in collegiate education, calls upon the educational community to strengthen, to modify, to develop new options for education, and to equalize opportunities for all citizens seeking a collegiate experience. The Regents are not only calling for introspective examination of the programs and procedures of collegiate institutions, but they are serving notice that the Regents intend to examine more carefully the process of change taking place in the education community.

Within this part, section 1 describes changes which are required to enlarge the scope and strengthen the content of undergraduate programs, at the 2-year and 4-year levels. Section 2 examines master's and doctoral education along with selected professional program areas and recommends changes needed to meet societal demands.

### SECTION 1: To Strengthen Undergraduate Education

This section of the 1972 statewide plan centers on the nature and kinds of undergraduate academic programs that the post-secondary education community will offer. The academic programs proposed by the Regents fall into two categories: collegiate and noncollegiate programs. This section addresses itself to undergraduate collegiate academic programs.

Many new techniques of post-secondary education must emerge to meet the challenges of the 1970's. Unit 1 calls for teaching changes to take place in academic offerings and describes some of the programs which must emerge. Particular attention is given to the appropriateness of academic programs for individual students; responsiveness of colleges to the needs of society; increased opportunities, methods, and time patterns for learning; and refinement of evaluation systems designed to improve the effectiveness of collegiate activities.

Unit 2 examines the 2-year college, where a major portion of the expected enrollment expansion will occur. Units 3 and 4 deal with methods of increasing student options and with the equalization of educational opportunity.

Unit 1: Change Is Called for at the Undergraduate Level

Academic offerings at institutions of higher learning need to be carefully evaluated and strengthened. In many instances, they need to be redesigned to better serve students and society as a whole. Changes in the process of education and in what constitutes a well-educated student in today's climate call for a different teaching process whereby a different kind of educated person will result. There are several reasons why this must be accomplished:

1. More students, greatly diversified in aptitude and experience, will continue to seek admission to colleges and universities; therefore, academic programs must be geared to meet their more diverse needs.
2. Students, in large numbers, have complained that much of their required work is inconsistent with their academic goals.



3. They complain that professors are so strongly committed to research that they are unmindful of student needs.
4. Society is changing the criteria used to define an "educated man."<sup>1</sup>
5. The public is demanding greater accountability for higher education expenditures.

Improved academic offerings can and must use human and financial resources more efficiently.

#### Individual Development and Social Values

The extension of collegiate education to all who wish it and can benefit from it has moved higher education from a peripheral to a central role in American society. This change carries responsibilities that go beyond preparation for careers and contribution to technological developments. One of the Regents desires is that the capacities of man for civilization be understood and applied to the experience of his changing society.

Collegiate institutions, in cooperation with schools and other social organizations, face the twin challenges of helping to prepare individuals for satisfying lives and of contributing directly to an improved quality of life.

A better understanding of the critical links between the psychological and behavioral development of individuals is especially called for. The Regents advocate a learning atmosphere that includes the following:

1. Flexible and diverse curriculums that allow the individual to grow throughout life in the directions of his changing interests and allow him to apply his humane capacities as

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See Stephen K. Bailey and Francis J. Macy, "Regional Learning Services: A Design for Educational Liberation," Unpublished paper for the New York State Board of Regents, August 1972, pp. 11-15.



fully as possible amid the pressures of technological change. As the manpower needs of society change, such flexibility must help the individual survive and profit from change through increased knowledge and understanding of himself and his world.

2. Teaching and learning techniques and settings that will accommodate and encourage individual personalities and talent. Innovative programs are thus encouraged to meet new intellectual and occupational requirements.
3. College teachers with sufficient proficiency to guide all aspects of human development. This would indicate a need for new modes of graduate training.
4. Full participation by all members of the academic community in governance, giving the student an appropriate role in the decisions that affect him.<sup>1</sup>
5. A physical as well as intellectual environment conducive to individual development.
6. An emphasis on human studies, as an area of scholarship and as a search for practical applications to contemporary life.

#### Recommendations

To create a flexible, open system of education which will strengthen collegiate post-secondary education in the most practical ways, the Regents recommend that colleges and universities:

1. Base admission on interest and need for further education, placing students in programs suited to their capacities.
2. Offer admissions guaranteed to be available for at least 3 years, grant leaves of absence readily, allow reentry without red tape or penalty, and minimize prerequisites and requirements of specific courses.

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<sup>1</sup> The second report of the Temporary Commission to Study the Causes of Campus Unrest (New York State, March 1, 1971) included a formal recommendation to college and university trustees and administrators which urged "That greater efforts be made to include faculty and students in meaningful participation in governance." (p. 108) The inference in the text of the report is that active participation by students in governance and the subsequent calmer campus climates can result only if student participation is construed by the administration as something more than a token gesture.

3. Introduce students to the world of work and creativity by incorporating firsthand experience of students' vocational interests in their curriculums through cooperative education, internships, independent study, and research into life situations. The gap between the world of school and the world of work might be bridged by such means.
4. Relax existing program structures so an adult may enter or reenter formal education to achieve specific goals throughout his lifetime.
5. Provide creditable educational opportunities outside the formal campus via open universities, external degrees, and the use of a variety of educational media. The various professions are urged to create alternate routes to careers which do not depend on courses and degrees.
6. Allow more flexible time units for the completion of both course and degree requirements so that all students are not locked into the same time frame. This would permit students to shorten or to extend, without penalty or loss of academic quality, the time taken to complete objectives.
7. Increase the use of such new general degree titles as associate in Occupational Studies, bachelor of professional studies, master of professional studies, and doctor of professional studies to recognize legitimate professional aspirations, and to span the gaps of credentialism in acknowledgment of what an educated man is.

To provide bases for action on many of these approaches to the humanizing of education, the Regents recommend:

1. The establishment of a social services corps which would educationally tutor students in such places as inner city schools and rural communities.
2. That colleges grant academic credit and governments extend financial assistance to those who pursue collegiate post-secondary education outside formal institutions. Subsidized loans and scholar incentive awards should be established for a student's social service and for acceptable study proposals.
3. Establish commissions composed of secondary and collegiate personnel to develop better articulation between high school and collegiate levels to reduce overlap and the time required to complete educational goals.
4. That existing regulations and guidelines be reviewed to eliminate obstacles to a more flexible system while maintaining excellence in programs.

### Evaluation

The more flexible and open system of education advocated above does not suggest abolishing evaluation or accountability procedures. In fact, the necessary experimentation and diversity require even more precise judgment of student needs and educational results. Expanding enrollments, demands for reform, overproduction in some degree areas, and the scarcity of new funds for education are vivid reminders that collegiate education is accountable to the general public as well as to its students.

If a review is to be appropriate to collegiate education during the 1970's, it must become a far more sensitive, flexible, and accurate system than in the past. Reliance cannot be placed on indirect indexes of quality, including such resources as faculty credentials, student profiles, and library holdings that should produce desirable results. Instead, the results themselves must be measured. Student accomplishment might be measured in many ways, intellectual and nonintellectual. Whatever means of evaluation, they must apply to the student's educational objectives.

Certain directions of change in educational evaluation will be pressed by the Regents during the 1970's.

1. Focus will be on outcomes rather than on indirect indexes of quality. Evaluation will be based on student, alumni, and institutional achievement that documents success in reaching stated course, program, and institutional goals.

To expand the evaluation system's concept of quality control, institutions will be expected to gather more verifiable data on the needs of their potential clientele and study the education processes they offer. It is expected that careful attention will be paid to personal and occupational needs. Such analyses

should include inventories of prospective students and a study of measurable standards for student achievement. These analyses should look into the quality of courses and programs and the post-graduate performance and intellectual development of students. They should provide a solid base for institutional decisions.

2. Other options will be developed to test professional skills designed to complement the present reliance on credits accumulated and courses completed.
3. All constituencies -- trustees, administration, faculty, students, and the public -- must be heard by the governing body in thorough-going examination of the educational activities of each institution wherever such hearing is appropriate, so that the human needs of all that are touched by these activities may be served.

The Regents will review the 1974 progress reports submitted by colleges and universities to appraise the changes that the institutions have effected along these lines.

#### Unit 2: Change Is Called for at the 2-Year College Level

In the past decade, the 2-year colleges in New York State and nationally have shown their importance, viability, and relevance in the educational spectrum. Their role in providing educational opportunity for large numbers of people who heretofore had difficulty in gaining access to post-secondary education has emphasized the value of 2-year college programs which meet the needs of people and society.

Of particular importance has been the contribution made in the field of post-secondary occupational education in which community colleges and agricultural and technical colleges have provided educational programs to train paraprofessional technicians for industry, hospitals, dentists, and

public service agencies. The range in length of programs from a few weeks to 2 years has given new opportunity to people with differing goals and desires.

For these reasons, the Regents reaffirm their commitment to the comprehensive community college concept and state again the importance of the 2-year college as a discrete entity in an educational delivery system. The Regents emphasize their position that community colleges and agricultural and technical colleges should remain 2-year institutions.

a. Community Colleges

In order to further improve the quality of 2-year college education during the coming decade, the Regents recommend that:

1. Community colleges and agricultural and technical colleges examine current practices in admissions and instruction in programs which are career-oriented at the 2-year level to increase the numbers of graduates who enter the job market upon completion by at least 50 percent.
2. To meet the needs of students in general and disadvantaged students in particular, serious consideration be given to revising the structure for guidance, counseling, and advisement services on campuses to decentralize the services, thus increasing accessibility to students.
3. Community colleges be fully integrated into a regional system of public and private higher education to insure delivery of educational services to all who desire and need such services.
4. Occupational programs at the community colleges be more fully articulated with programs in the secondary schools and Board of Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choice at the community college level. This should include provisions for advanced standing based on performance criteria where appropriate.
5. Administrative and program differentiation between the regular day programs and continuing education programs be eliminated. This should result in a "one-college" operation that allows individuals to differentiate their own pace and pattern for further education.

b. Agricultural and Technical Colleges

The agricultural and technical colleges are the only fully State-supported 2-year colleges in New York with residential facilities, and this should be a major consideration in determining their future role. The Regents believe that their future role should be as innovative 2-year colleges. Supportive argument for using these colleges as the cutting edge for new approaches to 2-year education is the fact of their more than 50 years of institutional experience in 2-year college education.

The Regents, therefore, recommend that the State University reassess the role and programs of the six agricultural and technical colleges. This reassessment should include the following:

1. The desirability of creating model programs of articulation within and without the State University. They may include dual enrollment, guaranteed transfer, faculty exchanges, and other appropriate techniques.
2. The desirability of providing occupational offerings in fields where there is a limited demand or where the size of the expenditure for equipment and/or laboratory space makes it desirable to serve a statewide need rather than diffusing resources through a number of programs in community colleges.
3. The desirability of using the agricultural and technical colleges for experimental programs in which the residential facilities can be used to provide access to students on an extended day basis. This experimentation would include experimental guidance and counseling activities, as well as programs designed to permit students admitted after the 11th grade to complete high school requirements while beginning college study in occupational programs.



4. The desirability of continuing to limit enrollments in liberal arts programs to 10 percent of the student body. The Regents feel that the primary role of these colleges is to provide quality occupational education programs when they do not exist in a community college or when admission to a local community college is not possible.
5. The desirability of creating an advisory council consisting of two members from each of the local college councils to better reflect the statewide mission of these agricultural and technical colleges. This group should make recommendations to the administration of the State University on the division of labor among the six agricultural and technical colleges in such matters as curriculum, employment needs, relationships with community colleges, and articulation with senior colleges.

c. Private Junior Colleges

New York State, in its more than 20 private junior colleges, has a rich potential, which has been largely underutilized in the total picture of higher education opportunity in the State. At a time when enrollments in this segment are decreasing and costs are rising sharply, it is necessary to recast the direction in which these institutions are moving. If this sector of higher education is to continue to be viable, a number of significant changes are necessary.

d. Critical Issues

The attainment of the objectives outlined herein demands attention to a number of issues that may inhibit that attainment. To address these issues, both the issues themselves and the Regents concern for their resolution must be identified.

### Career Education in the 2-Year Colleges

Career education at the 2-year college level is a way of education, not a kind of education. People learn in different ways. Therefore, career programs should be extended to educate a significant proportion of students in 2-year colleges. It is also important to recognize the need for paraprofessional and technical personnel in today's society and the fact that people have differing abilities, talents, and desires.

Over the past decade, the Regents have been concerned with identifying several phenomena that seem to be eroding the effectiveness of these programs. By clearly identifying some of these hindrances, it should be possible to systematically remove or overcome them.

### Open Admissions and Full Opportunity

In recent years, the State and City Universities have begun to formalize a long-standing Regents policy for open door admissions. Unfortunately, it is possible to change admissions policy and practice without changing anything substantive within the institution. Since the greatest numbers of students going to colleges under these policies are in the 2-year colleges, it is important to direct particular attention to these campuses.

It is the Regents intent that open access becomes an open opportunity to succeed. This requires an internal assessment on each campus of its practices that may be working against success for students new to higher education. For example, policies pertaining to "D" grades, repeating courses, challenging courses, independent study, instructional methods, and laboratory experiences should come under most serious scrutiny to ascertain their part in helping or hindering success.

A second extrapolation of full opportunity as it is presently constituted is a potentially decreased opportunity for residents of counties not now sponsoring a community college. This is particularly significant because of the increased State share of operating budgets in the community colleges. A new system must be devised to insure equity of access for all New York high school graduates and persons beyond high school age, regardless of place of residence.

Third, the question of appropriate education for 2-year college instructors has been deferred for too long. There should be greater opportunity in specialized career programs for instructional faculty. These specialists may have no formal collegiate training, but their performance record in the field accords them respect and credibility. Their contribution to career education has been and should continue to be a significant and unique enrichment of such programs. The Regents request that community colleges, in their 1974 progress reports, describe what changes have taken place by them in assessing the performance records of specialists in the field and providing for their entry into the teaching field.

#### Continuing Education

In fall 1970, more than 165,000 students were enrolled in community colleges in the State. This figure translates to roughly 114,771 full-time equivalents.<sup>1</sup> However, the colleges must provide some services for all the 165,000 students, even though budgets are built on FTE's. The results are usually twofold: (1) a continuing education program which is structured on a "pay-as-you-go" basis because significant increases in numbers of part-time students are not reflected by a parallel increase

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<sup>1</sup>1970-71 Headcount Enrollment and Full-Time Equivalent Workload Statistics of Credit Course Students, Albany, New York: State University of New York, June 1971 (Report No. 24).

in FTE's and (2) a 2-year college program with little meaningful relation between the full-time program and the continuing education program.

The community college, by its name, location, and local involvement, is the institution which must have the greatest role in providing life-time academic opportunities and educational counseling services to the members of the community.

To alleviate the situation, the Regents recommend that State University consider devising a system of budget building which uses FTE plus a sliding scale based on unduplicated head count in continuing education programs. This would more adequately reflect the true cost of providing a good program of continuing education and educational counseling services.

#### Urban Centers

The six urban centers created under 1966 legislation have brought meaningful post-secondary education to some urban areas in the State. To improve the viability of these institutions, the Regents recommend the following steps:

1. Planning be undertaken to determine the best utilization schema for the urban centers and the cooperative college centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges now cosponsoring cooperative college centers and the differing conditions in various urban settings.
2. Expanded programs of occupational education in the urban centers be effected as soon as possible. This should result from careful planning and assessment of the needs of people, employers, and society. It must also give serious attention to the supportive services that will make skill training more usable. In addition to giving a person manipulative skills, the programs must improve his ability to relate to other people with whom he must work and live.

The case for these kinds of preparatory education is both clear and strong: Either it is provided adequately or the State risks denying the fact of an individual's previous life experience. It is not enough to

fix the blame on the secondary schools, that is an abrogation of the philosophy of these centers to move a student from where he is academically.

#### Financing Community Colleges

The Regents are currently studying a new system for financing higher education. It will investigate the effects of having the State assume all operating costs, eliminating the fiscal responsibility of a local sponsor. Legislation passed in 1972 now alleviates the local sponsor's burden for capital construction costs. Each community college must still, however, respond to changes in local conditions and must educate personnel needed by local area employers.

Thus, any change in fiscal support will not change the need for a local board of trustees that can direct and guide the college as it responds to the needs of people living in the local area. It is probable that changes will be made in the definition of a service area of a college as a result of any new financing proposal. Representation on the community college board of trustees, however, should still reflect local participation and responsibility for program development and implementation.

In light of these new directions, the Regents recommend that legislation be enacted to accomplish the following:

1. The expansion of the role of the college to include the authority to administer the budget of the college once it is approved by local sponsors.
2. The reconstitution of local service areas for community colleges along lines that will more adequately reflect population densities rather than political boundaries. Pending the reconstitution of local service areas, establishment of new community colleges or multiple campuses for existing community colleges should be curtailed. The Regents are aware that forecasted demands for adequate educational services in urban areas may require that new community colleges or new campuses of existing community colleges be created by 1980.



3. The jurisdiction of the Board of Higher Education over all community colleges in New York City (except Fashion Institute of Technology).

To assure the orderly transition to a new base for community college operation, the Regents request the State University to submit a detailed plan and proposal for the needed legislative revisions and administrative arrangements by September 1, 1973.

Unit 3: Student Options Must Be Increased

The Governor, the Legislature, the Regents, and the Commissioner of Education have been steadfast in their support of broadened educational opportunities for all New York State residents. They have encouraged all public and private institutions to provide post-secondary education to all segments of the population.

New York State institutions are presently offering new programs designed to provide collegiate post-secondary opportunities for those who have a good academic background, high motivation, and the maturity to work independently outside the traditional classroom structure. The External Degree Program, administered by the State Education Department; the Empire State College, part of the State University of New York; and City University of New York's B.A. Program offer college credit for work done off-campus in nontraditional college settings.

Efforts must continue to assure access to post-secondary education for every person who desires and can profit from it. The following issues deserve attention:

1. Adjusting financial assistance formulas to more nearly meet the needs of students. Such an adjustment should take into account the rising costs of post-secondary education and the inability of middle- and low-income people to attend college without financial support.



2. Recognizing that an increasing number of people are seeking post-secondary education at various times in their lives, on either a full-time or part-time basis. Provision must be made to support continuing post-secondary education programs by making financial assistance available for part-time study.
3. Increasing educational opportunities for current and former prison inmates.

#### Options Off the Campus

Collegiate education in the United States has traditionally been reserved for those who could afford the time and money required of full-time students at a 2-year or 4-year institution of higher learning. In the past, the needs of society for higher education were more or less adequately met through elitist approaches to higher education. Today, this situation can no longer continue to exist. An increasingly complex and technologically-oriented society demands both higher levels of competence from more people and formal academic credentials, which attest to such competence. During the 1960's, collegiate programs expanded enormously to meet these needs. In this inflationary era, however, society can no longer continue to provide all the financial resources necessary to fund this rate of expansion and continue to maintain quality instruction. nor is it necessary in every instance that society should do so. Alternate methods of obtaining post-secondary education are readily available and need only be tapped in a wider and more systematic fashion.

Thousands of individuals pursue independent study on the post-secondary level each year for job advancement or personal reward. They utilize the resources of libraries, proprietary schools, industrial training programs, home study materials, and evening or extension courses, while continuing to meet family or career responsibilities. All of these methods of study constitute an underused part of the educational resources of the University of the State of New York. The Regents wish to utilize these educational resources to expand educational opportunities for the independent learner.

Historically, few institutions of higher learning have given credit for independent study that took place off their campuses. However, many have provided evening and extension courses, primarily for adults. Such programs have usually presupposed classroom attendance, and an extensive amount of time and trouble has been required to obtain a college degree by this means. Colleges and universities have long encouraged on-campus independent study. In practice, however, the students who participate have usually been an academically select group in upper division courses.

Within the last year or two, however, the picture has changed considerably. This has resulted from student pressure and the realization that colleges should serve individuals who cannot put aside job or family responsibilities. As a result, new programs are being devised to increase student options. State University of New York's Empire State College has been set up to provide tutelage and, where necessary, formal instruction to students who proceed toward a degree while continuing their usual pursuits. This is accomplished primarily by independent study, correspondence and television courses, and other innovative means. Several participating campuses of the "University Without Walls" program have opened in New York in 1971. They expose students to learning experiences away from the traditional campus setting and make use to some extent of instructors drawn from business, the arts, and numerous vocations. For 5 years, Syracuse University's Bachelor of Arts in Liberal Studies Program, geared to the working adult, has allowed individuals to move toward a college degree at their own pace. A similar program has recently been inaugurated at State University College at Brockport. At the State University at Stony Brook, a graduate program in liberal studies permits working adult students to earn an M.A. at their own pace. Each of these programs not only recognizes

that valuable learning experiences take place outside of the classroom but also provides for direct participation by the student in the planning of his academic program.

The number of institutions that accept the results of proficiency examinations administered by outside agencies for credit or advanced placement has been increasing steadily. Some schools are liberalizing their degree requirements to permit students to take classwork in other institutions through consortia arrangements and interinstitutional cooperation. Nevertheless, much remains to be accomplished. Many colleges still refuse to grant full transfer credit to students who have completed work at other accredited institutions. Not enough is being done, moreover, to recognize the educational value of independent study for large numbers of on-campus students. In addition, few schools are promoting a "mix" of off-campus independent study, properly validated, with more traditional on-campus classroom work. The City University of New York's "BA" program represents a promising departure in this respect. It enables students to earn one quarter of their credits in nonclassroom work in governmental agencies, civic associations, performing arts groups, and the like.

The Regents have played a vital role in stimulating independent study both on and off campus. Since 1963, the State Education Department has sponsored the College Proficiency Examination Program. It consists of college-level tests constructed by scholars from New York State institutions of post-secondary learning and normalized on resident students in college courses in the appropriate subject matter fields. Individuals who prepare themselves through self-study, job experience, or some sort of formal or informal course work take College Proficiency Examinations and apply them for credit or advanced placement. Colleges themselves decide

whether to grant or withhold credit for acceptable CPE results. Over 17,000 CPE's had been administered by the end of 1971, and over 25,000 course credits had been awarded on the basis of the examinations. In recent years, the number of CPE's administered has increased tremendously, reflecting a greater willingness on the part of institutions of higher learning to grant credit for the tests.

The success of the College Proficiency Examination Program and the lessons learned from it led directly to the establishment of the Regents external degree early in 1971. Assisted by grants from the Ford Foundation and the Carnegie Corporation, the Department is developing a bachelor of science in business administration, and an associate of arts degree. Funding is being sought for an associate in applied science in nursing. Committees of scholars from New York State colleges and universities set the parameters for the external degrees. Where necessary, they develop written and oral testing instruments to measure candidate proficiency. Degree requirements may be met through college transcript credit, proficiency examination results, and/or panel assessment of knowledge obtained in nontraditional ways. All testing instruments are normalized on appropriate individuals in New York institutions of higher learning, so that degrees awarded by the Board of Regents reflect academic attainment comparable to that expected of regular college graduates. The Regents conferred their first external associate in arts degrees in 1972.

The Regents will marshal all the learning resources of The University of the State of New York -- proprietary schools, independent study materials, television, libraries, traditional college classrooms -- in an effort to direct the external degree candidate toward profitable self-study materials and learning experiences. The Policy Institute of the Syracuse University

Research Corporation is compiling analytical listings of such college level educational resources in the five county region surrounding the City of Syracuse to inform individuals of these educational opportunities. The Regents encourage similar ventures in other regions. In addition, the Department will set up a sort of "consumer union" to evaluate and disseminate information on self-contained independent study materials that might be of assistance to the independent learner. Each year, several hundred thousand military personnel acquire college-level knowledge through courses given by the United States Armed Forces Institute (USAFI); credits earned in this fashion may be applied to meet Regents external degree requirements.

The University of the State of New York expects to confer 62,500 Regents external degrees by 1980 in the three subject areas under development. This projection is based on the success of the CPE program, on an analysis of the growing acceptance of nontraditional collegiate study, on the wide range of off-campus learning experiences available, and on the impressive candidate interest in the Regents external degree to date. By the end of 1972, 500 associate in arts external degrees should be awarded, and an additional 12,000, by the end of 1976. A total of 28,500 A.A.'s should have been earned by 1980. The Regents expect to confer 4,500 bachelor of science degrees in business administration by the end of 1976 and an additional 8,000 between 1976 and 1980. A total of 7,500 associate in applied science degrees in nursing should be granted by 1976 and another 14,000 by the end of 1980. These 62,500 Regents external degrees do not take into account other external degree programs which may be developed between now and 1980.

It is difficult to estimate the future costs of the Regents external degree and the Department's College Proficiency Examination Program. Even



though the Regents can predict the number of degrees to be awarded, they do not know the amount of testing the Department will have to undertake as candidates move toward external degrees. The Regents intend that the entire program be self-supporting, insofar as possible. Fees will be charged to external degree candidates in an effort to realize this policy. But, candidates must not be charged exorbitant rates, or one of the reasons for establishing the program will be subverted. Suffice it to say that the cost to the State to provide an equivalent amount of college-level education in traditional classroom settings would be much greater than the cost of running the CPE and external degree programs.

The Regents external degree was not conceived to be in competition with traditional collegiate programs. It was designed to complement them. Few individuals will be able to obtain Regents external degrees entirely on their own. Most will have to seek formal collegiate instruction in areas of weakness. Many of these individuals may choose to remain affiliated with a campus degree program. Colleges and universities must be open and innovative enough to permit easy access to their resources and to provide entry, exit, and reentry to students moving back and forth from one appropriate learning experience to another. A college or university should be prepared to accept course transcripts compiled by the Regents, just as the State Education Department will accept college transcripts toward meeting Regents external degree requirements. The Regents external degree and such new ventures as SUNY's Empire State College will increase enrollments in regular college classrooms for those schools that seize the opportunities these programs provide.



The Regents propose that the State Education Department cooperate in the establishment of a regional examining center in the northeast portion of the Nation to serve as a "credit bank" for those who have studied in whole or in part by nontraditional means. The center would evaluate college transcript and proficiency examination credit and college-related learning experiences gained through military service, VISTA, the Peace Corps, accomplishments in the arts, proprietary schools, industrial training programs, and other channels. These validating services, similar to those provided by the Council on National Academic Awards (CNAA) in Great Britain, would be carried on by faculty members selected from institutions of the University of the State of New York. Course credits obtained could be applied toward regular campus degree programs as well as toward Regents external degrees. Such a clearinghouse for college credits would increase student options for higher education and ultimately save money and time by recognizing many different types of learning experiences. It would break down existing interinstitutional barriers which impede student mobility and would involve the entire University of the State of New York in a common educational enterprise of broad significance.

As a first step toward establishing a regional examining center, the State Education Department has entered into a cooperative arrangement with the Department of Higher Education of the state of New Jersey, which established Thomas A. Edison College as an external degree-granting institution. New York will share its College Proficiency Examination Program and the Regents External Degree Program with New Jersey, which will develop and administer complementary independent study tools to be shared with New York State. This joint effort will expand educational opportunity in both states and could reduce educational costs substantially. The Regents look forward to similar cooperative ventures with other states.

### Recommendations

To achieve the goal of increasing student options in collegiate education, the Regents recommend:

1. That collegiate post-secondary institutions in the State work together and with the Regents to encourage and recognize independent learning on the post-secondary level, whether such learning takes place on their individual campuses or not.
2. That collegiate post-secondary institutions initiate broader programs of independent study for regularly enrolled students particularly in introductory level courses.
3. That public and private collegiate post-secondary institutions expand the scope and the variety of such new departures as SUNY's Empire State College and Syracuse University's Bachelor of Arts in Liberal Studies Program.
4. That the State support expanded offerings in the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as police science, reading instruction, and the allied health fields.
5. That the State explore, evaluate, and publicize -- for those who either choose to or must study on their own -- the noncollegiate learning experiences available through The University of the State of New York. These include libraries, museums, proprietary schools, industrial training programs, and home study materials. delivered through the various technologies, all of which constitute an unrealized part of the educational resources of the State.
6. That the possibilities of establishing an interstate regional examining center to evaluate post-secondary learning experiences and to award course credit for appropriate collegiate learning, be explored.
7. That every effort be made to balance expenditures with income in the development and administration of programs to validate independent study on the collegiate level.
8. That counseling services in both secondary and post-secondary institutions be expanded to provide full advice concerning the options of study available to the student.

### Options on the Campus

In recent years, certain developments have provided for on-campus students who may not need 4 years to complete a baccalaureate program, or who may need (or want) more than 4 years of full-time study. Studies have indicated that considerable overlap exists between the material studied in the last year of high school and those in the lower division of college liberal arts programs. As a result, new interest has been generated in 3-year baccalaureate curriculums, in early admission programs for students ready for college after completing the 11th grade, and in creating "bridge" programs to combine the 12th grade with the freshman year of college.

Nationally, 18 colleges and universities are operating or plan to introduce 3-year baccalaureate programs. An additional 25 are actively studying the question of their introduction. In New York, several units of the State University, funded by the Carnegie Corporation, have begun operating 3-year baccalaureate programs. These are true 96-semester-hour programs, 3 years in duration, which attempt to minimize the overlap between high school and college. Generally, the amount of work done in the major field remains unchanged (30-40 semester hours). What is greatly reduced is the general education component of the curriculum, which averages about 30 semester hours, as compared to the 45+ semester hours frequently found in 4-year curriculums.

A second form of increasing student options on campus is represented by the new curriculum recently introduced by Hobart and William Smith Colleges. This program differs considerably from those being developed at State University units. It is divided into three parts: freshman, middle, and baccalaureate. The freshman year is taken up with freshman tutorials, bidisciplinary courses, and introductory courses. The middle years, which

a student may complete in from 1 to 3 years, are composed of off-campus study, major courses, electives, and a baccalaureate essay. The baccalaureate year consists of reading courses, seminars, major work electives, and a baccalaureate colloquium. The president of Hobart and William Smith has noted that, "To graduate in 3 years ... /the student/ needs to be well motivated and to convince the faculty that his progress is sufficient...."

Early in 1972, the State Education Department revised and updated its guidelines for early admission programs, in part as an attempt to foster a reduced high school-to-college span for some students. Since the revised early admission guidelines were announced in February, 30 institutions have supplied evidence to the Department that their early admission programs conform to the guidelines.

The change in Section 103.3 of the Commissioner's Regulations, authorizing the award of a high school equivalency diploma based on evidence of successful completion of a year of college study, may well increase the attraction of early admission programs for qualified high school students.

Outside New York, several institutions recently have announced plans to admit students after the 11th grade. The most notable of these is John Hopkins University, which expects that eventually 10 percent of its freshman class will be composed of students admitted after 3 years of high school.

The third option is a "bridge" program that permits a student to enter college after the 11th grade and complete the requirements for a high school diploma while in college.

At the State University of New York at Albany, selected students at the University's campus school were accepted into the new program at the University's James E. Allen Center. During the first year of a 4-year interdisciplinary curriculum concerned with Man and His Institutions,

students will satisfy requirements for a high school diploma while beginning lower-division study. Like the other experimental programs for shortening the high school-college time span at State University, this program is funded in part by the Carnegie Corporation.

Introduction of 3-year baccalaureate curriculums would appear to be most appropriate at colleges with very high admissions standards. Two major arguments favor such curriculums: (1) High school programs include more advanced subjects now than they did a generation ago, and (2) today's high school seniors and college freshmen are both more mature and more sophisticated than those of preceding generations.

These arguments depend on the ability of the secondary school to impart this more advanced knowledge to its students. Such knowledge appears to be quite limited in students below the top quarter of the high school class. Colleges without highly selective admission standards find that sizable percentages of each entering class need remedial work to prepare them for college-level study. It would be most dangerous, then, to extrapolate the effect of advanced high school curriculums on the entire high school student body from its effect on the best students in high school. Certainly, the arguments in favor of 3-year curriculums and those in favor of admitting the educationally disadvantaged to colleges would appear to be mutually exclusive. Three-year baccalaureate curriculums probably would not be successful as the norm at colleges practicing open admissions. On a statewide basis, the 3-year baccalaureate program should be seen as an alternative to the 4-year curriculum, not as a general replacement for it.

The Hobart model of a degree program in a flexible time frame -- 3 to 5 years -- may well be a superior model to the 3-year program. Substituting a 3-year program for the present 4-year program retains the concept



of fitting all students to the same institutional time-frame and ignores individual differences quite as much as the 4-year curriculum does. A model that institutionalizes flexibility and does not require all students to spend the same amount of time in their education would appear to be preferable in terms of the Regents goal of humanizing the educational process.

Like the 3-year baccalaureate, early admissions programs should be regarded as an alternative to completing high school, not as a normal route to college. The early admission guidelines make it clear that such programs are designed for the superior student who is ready to undertake college work before he finishes high school. "Bridge" programs such as that at the State University at Albany would appear to fall into the same category.

#### Recommendations

1. The Regents recommend that colleges consider the careful development of 3-year curricular options for qualified students in appropriate fields. Institutions contemplating 3-year baccalaureates should, however, thoroughly rethink the nature of the curriculum and take care not to unduly imbalance the curriculum in favor of specialized work in the major.
2. The Regents direct the Education Department to continue to encourage institutions to develop early admissions programs which would give full college credit for accepted achievement. Such programs would probably be most fruitful if they are developed cooperatively between a college and one or more high schools, perhaps on a regional basis. Since early admissions students must be recommended by their high schools, active cooperation by the high schools is necessary if the program is to succeed. Such cooperation, moreover, may serve as a spur to curricular reform in both the high school and the college.

#### Unit 4: Educational Opportunity Must Be Equalized

The previous unit was directed toward people with high motivation for a college degree and a strong awareness of their own potential, both of which drive a person to actively seek collegiate post-secondary education. This unit is directed toward students who, if not aided and encouraged, will not go to college. These are persons who need nontraditional approaches to post-secondary education.



This unit is aimed at people age 18 to 25 who have been culturally, economically, and educationally deprived and, as a result, need special programs to prepare for and to succeed in college. The following pages (1) describe the existing populations and programs, (2) project the needs, (3) discuss anticipated problems, and (4) propose recommended courses of action.

1. Existing Populations and Programs

There presently are three major types of State-supported programs to aid educationally and economically disadvantaged students.

a. Urban Centers - There are six urban centers in the State which emphasize vocationally oriented education and training with employment or job upgrading as their main goal. Five are administered by community colleges under contracts with State University and one by an agricultural and technical college. All are fully funded by the State with no local contributions. In 1971, these urban centers enrolled over 12,300 educationally and economically disadvantaged students.

b. Cooperative College Centers - These are designed to provide academic remediation, tutoring, and counseling to prepare students for higher education in 2- or 4-year colleges. Presently there are eight of these centers administered by State University campuses, with cooperation from public and private colleges. In less than 2 years, 4,000 students have taken this first step toward a college degree and almost 1,500 have already transferred to a regular college program.<sup>1</sup>

c. College Opportunity Programs - These programs provide tutorial and counseling services and financial assistance to eligible students in 2- or 4-year colleges, both public and private. In the private sector the

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<sup>1</sup>"Higher Education Opportunity Program - Final Report 1970-71: Preliminary Report to the Regents," by the Office of Special Programs for the Disadvantaged, April 1972 (unpublished).

program is called the Higher Education Opportunity Program (HEOP) and is administered by the State Education Department. The State University program is called the Educational Opportunity Program and is administered by the University's Office of Special Programs. The City University implements its opportunity programs under the Search for Education, Elevation and Knowledge (SEEK) program.

Funds for these programs may be used for special testing, counseling and guidance, remedial courses, special tutoring, and supplemental financial assistance which may include the cost of books, transportation, and room and board for qualified students. This program is the State's main effort toward helping students judged to be educationally, culturally, and economically disadvantaged. In fiscal year 1971-72, \$32 million was appropriated by the Legislature for over 18,300 students in these programs.

While these programs have afforded opportunity for post-secondary opportunity to many young people, existing data indicate that opportunities are still severely limited for low- and middle-income students. Nationally, in 1970 a college-age person coming from a family with over \$15,000 income was over four times as likely to attend college as a person from a family with under \$3,000 income.<sup>1</sup> Disparities also occur between races. A white college-age person is over twice as likely to enroll in college as a black college-age person.<sup>2</sup> It is evident that much progress remains to be made.

The basic responsibility of preparing poverty students adequately for education beyond high school should not be removed from the elementary and secondary schools. Basic changes must ultimately be made in the schools during the students' formative years if there is to be an end to collegiate

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<sup>1</sup>See appendix A, table 1, p. 344.

<sup>2</sup>See appendix A, table 1, p. 344.

opportunity programs. This is not to imply that colleges will not continue to provide educational services to adults as well as to opportunity students who are identified late in their secondary school career. It does mean, however, that with the general updating of elementary and secondary schools through closer coordination with the colleges, improvement in teacher and counselor training, and the revision of curriculums to meet changing needs, the major need for college opportunity programs should be significantly reduced by 1980.

## 2. Projected Needs

To insure implementation of the Regents objective of equalized educational opportunity for every high school graduate by 1980, collegiate opportunity programs for the disadvantaged must be continued. While opportunity programs are one means of increasing options for minority and disadvantaged students, they should complement other options to avoid segregation of the minority student into special programs. In 1971, collegiate opportunity programs accounted for 3.9 percent of the full-time undergraduate enrollment. By 1980, it is expected that 7 percent of the full-time undergraduate enrollment (45,000 students) will be enrolled in opportunity programs. This would include approximately 40,000 minority students, or one-half of the projected minority enrollment in 1980. This enrollment level would provide for increased opportunity in a balanced manner.

In order that enrollment opportunities for low- and middle-income students continue at private institutions, the Higher Education Opportunity Program should expand to 12,000 students by 1980. Enrollment goals for 1972-75 should be set as follows:

Enrollment Goals for the Higher Education Opportunity Program

| <u>Actual</u> |             | <u>Projected</u> |             |             |
|---------------|-------------|------------------|-------------|-------------|
| <u>1971</u>   | <u>1972</u> | <u>1973</u>      | <u>1974</u> | <u>1975</u> |
| 4,500         | 5,300       | 6,200            | 7,300       | 8,300       |

3. Problems for the 1970's

Although much has been and is being done to assure a college education for citizens of the State who require special nontraditional college programs, there are still several problem areas impeding New York State's progress towards the Regents specific objectives.<sup>1</sup> It is useful to explore some of these problem areas and assess possible ways to solve them.

Scholar incentive awards are presently allotted to these students in the same way as they are allotted to students in traditional college programs. Disadvantaged students and older part-time students are generally forced either by scholastic ability or by economic necessity to take a reduced credit-hour load while attending college. Disadvantaged students progress at a slower pace to learn to cope scholastically. Even if they take 12 credit hours (which qualifies them as full-time students) they cannot receive scholar incentive payments for more than eight semesters which amounts to only 96 hours. This is 24 to 28 hours short of the number of credit hours generally needed for graduation at a degree-granting 4-year institution. Part-time students do not take 12 hours a semester and cannot qualify for scholar incentive payments at all, regardless of their financial position.

A solution to this problem is to award payments to disadvantaged students and part-time students on a credit hour basis and to expand the awards to five semesters for an associate degree candidate and 10 semesters for a baccalaureate degree candidate, if that time were needed to complete

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<sup>1</sup> This document, p. 15.

a degree. This would ensure that a disadvantaged student's opportunity to finish a degree would be greatly enhanced and would offer financial aid to needy part-time students wishing to complete a degree.

Although special problems are open to all economically and educationally disadvantaged students, they have resulted in the enrolling of large numbers of minority group students (blacks, Spanish surnamed Americans, and American Indians). Administrators in some institutions have limited their recruitment efforts of minority groups to the special programs and have neglected recruiting through the standard admissions process. As a result, at some institutions it is assumed that any black, Indian, or Puerto Rican is disadvantaged and in a special opportunity program. This is reinforced because few whites are recruited to these programs and the result has been de facto segregation of minority group members. The Regents in their position paper on Minority Access to and Participation in Post-Secondary Education have discussed this problem and its implications for integration.<sup>1</sup> They have requested all higher education institutions in New York State to include in their institutional plans: "... Plans for the enrollment of minority group students, over and above opportunity program students..." and data on "... The number of minority group students and whether they are admitted through a special program or via the regular admissions process."

There exist in New York State several populations who are unable to go where higher education is offered and for whom new approaches to college level courses must be developed. Examples of these are the rural poor, the elderly, prison employees and others whose employment restricts their mobility, and prison inmates. Educational television has brought some courses into the lives of some people, but there are other avenues as yet unexplored.

<sup>1</sup>Minority Access to and Participation in Post Secondary Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Albany, New York: New York State Education Department, May 1972 (Position Paper No. 15), p. 10.



In Pennsylvania, a college level course has been initiated by Villanova University at the state's largest correctional institution, Graterford. Inside the prison, a faculty member teaches sociology for college credit to a class comprised of prisoners and prison personnel who have a high school diploma or its equivalent. More importantly, this educational opportunity may enable both guards and inmates to view each other differently. In view of the events in New York State at Attica and at the Tombs in New York City, it is apparent that the need for this type of opportunity is desperate.

Add to this the elderly, the rural poor, and any other group of citizens unable to go where education is offered and it becomes apparent that education must be provided where the people who desire and can profit from it are located.

#### 4. Recommendations

To assure equal opportunity for all its citizens by 1980 the Regents recommend the following:

1. The part of the Education Law which deals with Scholar Incentive Awards (Article 13) be amended in two ways:
  - a. To assure that payments awarded to students be based on credit hours taken, to enable needy part-time students to qualify.
  - b. To extend the number of semesters a student may receive scholar incentive awards from eight to 10 for a student pursuing a baccalaureate degree and from four to five for a student pursuing an associate degree.
2. All higher education institutions in New York State according to their financial abilities plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect.
3. Colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided (including the rural poor, prison and other personnel with restrictive assignments, and prison inmates) and create programs and courses that are appropriate for and geographically available to the people.



4. Enrollment in opportunity programs increase to 45,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and nonopportunity programs. The HEOP program should be expanded to 12,000 students by 1980 to insure adequate representation in the private sector.

## SECTION 2: To Strengthen Graduate and Professional Education

### Unit 1: At the Master's and Doctoral Levels

This section describes the present status of master's and doctoral education, identifies developing needs and problems that may arise, and recommends Regents policies and directions to promote an efficient approach to meeting the needs of the State. Also, because graduate students and graduate degree holders, particularly at the doctoral level, are national and international in origin and eventual place of work, national and worldwide developments affecting graduate education in New York State are considered in this section. The first part pertains to master's and doctoral education as a whole, with special attention given to the size and characteristics of the present population and to the future population to be served. Subsequently, master's and doctoral education are discussed separately with respect to their present and future status. The last part deals with conclusions and recommendations for action.

#### a. Graduate Education - Overview

Master and doctoral degree-credit enrollment grew from over 98,000 in 1965 to almost 148,800 in 1971, an increase of 51 percent.<sup>1</sup> For the same period, undergraduate and first-professional enrollment grew 40 percent and 26 percent respectively. The high cost of graduate education, the prospect of a decreasing availability of resources for the colleges and universities, and decreases and changes in many of the job markets for graduates demand that New York State carefully assess its responsibility in this area.

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<sup>1</sup> See appendix A, table 2, p. 345 .

New York has historically enrolled slightly more than its "fair-share"<sup>1</sup> of graduate students. In 1963, there was a net in-migration of 4,895 students into New York State colleges and universities.<sup>2</sup> This net migration declined slightly to 4,192 in 1968. In both 1963 and 1968, 15 percent of the New York State residents enrolled as graduate students in institutions of higher education were outside New York State.<sup>3</sup> Of the remaining 85 percent in both years, New York's public colleges and universities accounted for 14 percent in 1963 and 33 percent in 1968. In 1968, New York's private institutions enrolled over half of the New York State residents engaged in graduate education and over 86 percent of the "out-of-state" graduate students going to school in New York State.<sup>4</sup> Although it is evident that New York State has historically maintained its "fair-share" of graduate education largely through efforts of the private institutions in New York State, recent trends show that the public sector is assuming a growing proportion of overall graduate education.

A second observation concerning the present status of graduate education in New York concerns the enrollment growth relative to the population. While graduate enrollment grew 42 percent from 1965 to 1970, it can be seen from figure 1 that the 22-35 age population in New York grew from 2.63 million to 2.84 million, an increase of 8 percent. Thus, the growth of graduate education is due only in small part to increased population with the major portion due to increased participation of the population. While the 1965-70

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<sup>1</sup>For the purposes of this unit graduate education is defined as master's or doctoral education, excluding selected first-professional fields.

<sup>2</sup>See appendix A, table 3, p. 346 .

<sup>3</sup>See appendix A, table 4, p. 347 .

<sup>4</sup>See appendix A, table 4, p. 347, and table 5, p. 348.

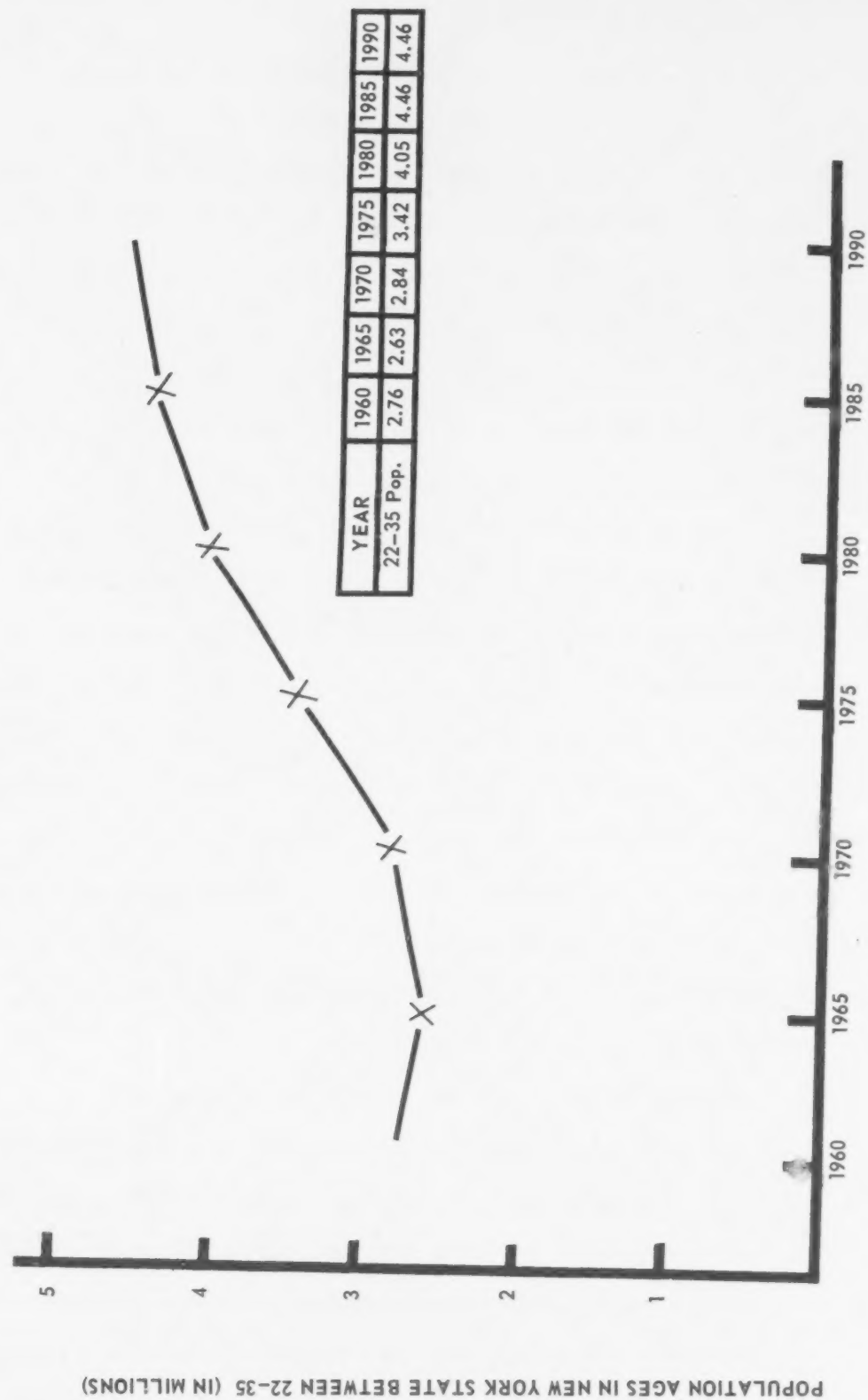


FIGURE 1, POPULATION AGES IN NEW YORK STATE BETWEEN 22-35, 1960-1990 (IN MILLIONS)

period was characterized by a relatively small 22-35 age population growth, the decade of the 1970's will see a large population increase. Figure 1 shows the projected 22-35 age population growth from the 1970 level of 2.84 million to the 1980 level of 4.05 million, an increase of almost 1.2 million or 42 percent. In terms of absolute numbers, the 1970-80 increase is projected to be almost six times as large as the 1965-70 increase. With this large surge in population and with an increasing college-going-rate at the undergraduate level, it is likely that there will be a marked increase in the demand for graduate education.

Concurrently, with this anticipated increase in demand for graduate education, there must also be considered the future employment opportunities for graduate degree holders when planning for graduate programs. It is, admittedly, extremely difficult to predict job markets outside of academe with even a moderate degree of confidence. Ideally, it would be best to provide all the educational alternatives students want, and leave career choice decisions to them. At a time of constrained resources, however, priorities must be established among the many proposed programs. One important factor to consider is whether or not students completing one program are more likely to find a job than those completing another.

b. Master's Education

1. Present Status

The Rules of the Regents (Section 3.47) categorize master's degree programs into two distinct types. Academic degree programs, the first type, are those designed to contribute to the knowledge of the subject matter and to emphasize theory. Professional degree programs, the second type, are designed to prepare a person for professional practice and are generally terminal in nature.

The largest professional program is the teacher education master's. In 1965-66, the number of master's degrees awarded in education was 6,144 or 32 percent of the master's degrees awarded in the State. By 1969-70, the number had increased to 10,371 or 39 percent of all master's degrees.<sup>1</sup> Another example of the professional master's is in the business and commerce field. These degrees increased from 1,704 in 1965-66 to 2,843 in 1969-70. These two disciplines accounted for nearly half of the master's degrees awarded in the State in 1969-70 and have been largely responsible for the growth in the overall number of master's degrees.

The primary impetus for the growth in education master's degrees has been the 1966 State requirement of 30 graduate credits or a master's degree for permanent certification. A secondary factor contributing to the demand for professional master's programs is in the necessity for retraining and for the updating of skills.

Because of the shift in the emphasis on the type of master's education demanded, the growth of programs in the State has been undisciplined. Many institutions have attempted to satisfy a student clientele with widely differing goals with a single program. A State Education Department study of 56 of the 82 institutions offering master's degrees found a lack of consistency from program to program, widely differing admissions standards, and unnecessary duplication of programs among many institutions.<sup>2</sup>

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<sup>1</sup> See appendix A, table 6, p. 349.

<sup>2</sup> Master's Degrees in the State of New York, 1969-70, Albany, New York: New York State Education Department, 1971.

## 2. Future Status

With the prospect of an increased population to be served in the 1970's, the growing demand for master's education is likely to continue. A factor holding down this growth will be the planned change in the State certification requirements for teachers. As certification requirements are shifted to focus on actual teacher performance, it is planned that the requirement for the master's degree or 30 graduate credits will no longer be necessary for permanent certification.<sup>1</sup> The result of this change is expected to be a decline in the growth of teacher education programs at the master's level. This effect will most likely be diluted to some extent as credentials are more actively sought in an increasingly competitive labor market. However, part-time master's degree credit enrollment in education may decrease significantly from the 1970 enrollment of over 29,000 students as the certification requirements are altered.

The demand for the professional master's programs in other areas is expected to continue to grow as our technological society becomes more specialized. It is also expected that there will be a continuing demand for the more traditional academic programs, especially in the social sciences, which reflect current issues and humanitarian concepts. A detailed analysis must be made to determine the extent to which existing programs serve the two differing demands in order to strengthen the quality of master's education in New York.

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<sup>1</sup> See pp. 60-69 for certification discussion.



c. Doctoral Education

1. Present Status

After 25 years of marked growth, the graduate schools of the State and Nation find themselves beset by difficulties. Slackening financial support for programs and employment problems for graduates are the foremost problems.

Underlying these specific problems, however, are more general ones implicit in the following critical questions currently being raised: To what degree should a doctoral program specifically prepare a student for professional practice, teaching, or research? To what degree should the size of a doctoral program be governed by projected employment demands for graduates, by potential enrollment demand, and by university requirements for research and teaching activities? How should doctoral programs respond to the increasing demands that they relate their research activities more directly to particular societal problems? What balance should the research programs strike between fundamental and applied research? Should new doctoral programs be undertaken in fields where established programs at other universities are operating below capacity? To what extent should all programs, public and private, be coordinated to achieve new gains on a statewide basis in effectiveness, quality, economy, and efficiency?

The production of doctoral degrees has more than adequately met the State's needs, growing from 1,443 in 1960 to 3,285 in 1970.<sup>1</sup> The problem that does loom, if present trends continue, is serious unemployment and underemployment with no promise of

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<sup>1</sup> See appendix A, table 7, p. 350.

relief for the future. This difficulty is both statewide and national in scope. It finds its origins in a number of sources, foremost of which is the slackening demand for college faculty. Although historically over 60 percent of the doctorates were finding employment in colleges and universities, it has been estimated that fewer than 25 percent will be employed there in the next two decades.<sup>1</sup> It has also been projected that there will be fewer actual positions available as the expansion of higher education institutions tapers off. Another important factor contributing to the apparent surplus of doctorates is the diminution of Federal support for research and development. The commitment of the government to encourage growth in the natural sciences and in engineering has slackened in recent years as priorities on the national level have shifted. In addition, support of research and development by industry has slackened recently.

In considering the question of how directive doctoral education should be in preparing students for their future roles, a recent study<sup>2</sup> reveals interesting information and an example is given. Holders of doctoral degrees are employed, as is well known, in many different capacities in the academic and nonacademic (e.g. government, industry, foundations) sectors where the type of work they undertake includes such activities as research, development, teaching, management, and administration. It should be noted that 40 percent of the degree holders employed in the academic sector, excluding the fields of education and the

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<sup>1</sup> A. M. Cartter, "Scientific Manpower for 1970-85," Science, Vol. 172, 1971.

<sup>2</sup> See appendix A, table 8, p. 357.

humanities, are engaged primarily in undergraduate activities, where teaching responsibilities are dominant. It is estimated that over 85 percent of the humanities doctorates are in academic positions, with about two-thirds in undergraduate programs. The corresponding figure for education is about 60 percent, with over half in undergraduate programs. The importance for doctorates educated in these fields to know how to teach is quite apparent.

Considering the fact that there are approximately 1,400 registered doctoral programs in all of the State's universities, an average of approximately two doctorates per program were graduates in 1970. Since some programs produced large numbers of graduates each year, others must have graduated only one or even none.

## 2. Future Status

The most important needs for the future of doctoral education in New York State are as follows:

- (a) To maintain and develop, where necessary, high quality programs of research and instruction and to provide for programs in all necessary fields, both conventional and multidisciplinary;
- (b) To put into reasonable balance the future supply and utilization of doctorates, and to provide the kind of education most appropriate to students' future employment needs;
- (c) To relate programs, to a greater extent, to societal needs, to requirements for health care, environmental control, education, government service, and to the general quality of life;

- (d) To coordinate and integrate programs at different institutions to improve the quality of instruction and research, while efficiently and economically utilizing all available resources throughout the State.

In consideration of these needs, there was established, early in 1972, a New York State Board of Regents Commission on Doctoral Education. The commission has been charged with recommending to the Regents guidelines for establishing policy to guide the development of doctoral education in the State. Their report is scheduled to be submitted early in 1973.

Preliminary discussion has indicated that guidelines will be embracing the following principles:

- a. New York's institutions should offer doctoral programs only in those fields in which they have the interest, strength, and resources to sustain high quality offerings whether in basic or applied research or training for professional practice. Since doctoral programs are national in scope, it is not essential that any single state have a "complete" set of all of them.
- b. Doctoral programs should be offered only where and when criteria in the following areas can be satisfied: (1) strength of faculty; (2) financial resources; (3) laboratory, library, and other physical facilities; (4) quality of students; (5) size and quality of programs; (6) demonstrated need for graduates; and (7) related and supported programs at the institution or its affiliates.

- c. That facilities, faculties, and resources for doctoral education in both the public and private institutions be utilized. They should be coordinated wherever appropriate on regional (intrastate), statewide, and interstate bases to achieve the greatest efficiency and highest quality for the State as a whole.
- d. Special efforts should be made by the universities to assist qualified minority and women students to undertake doctoral and professional studies.
- e. The Regents should consider establishing a council for implementing these recommendations which will assure the participating universities of adequate representation. The Department should minimize bureaucratic controls by simplifying its registration procedures for reaching expeditious and objective decisions with respect to new program offerings. The Department should concentrate its efforts on assessing institutional strengths in major areas of doctoral studies leaving to the institutions decisions with respect to specific program arrangements.

#### Recommendations

Pertaining to master's and doctoral education, the Regents hereby recommend:

1. That all currently authorized master's programs be reviewed their strength from the standpoints of program purposes and accomplishments, student needs, and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled; (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions; and (c) below the minimum standards set by Commissioner's Regulations. In support of these ends, the establishment of a commission is being considered by the Regents to assist institutions in their self-study.

2. That additional institutions not offer master's programs unless the circumstances are most unusual or the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs.
3. That wherever possible the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree should be a detachable program with goals and an integrity of its own.
4. That academic advising facilities be equally available to all categories of master's students, whether they attend college in the day or evening, in summer or regular sessions, are part-time or full-time students, or whether they are matriculated or non matriculated students.
5. That institutions find appropriate ways to evaluate their efforts in master's education through follow up studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education.

Unit 2: In the Preparation and Practice of Professionals  
for Elementary and Secondary Education

The impact of the professional staff of the public schools on the State and its citizens is of dramatic significance. That staff affects generations of citizens in their most formative years, and almost all of the State's population is affected thereby. The importance of the teaching population is highlighted by the fact that approximately three-quarters of a school district's operating budget is directly related to the support of the professional staff.

a. The Present Situation

The mandatory requirement of a baccalaureate degree for elementary school teachers, special subject teachers, and teachers of academic subjects was established in 1936. In 1943, the fifth-year requirement was enacted



for teachers of academic and special subjects. In 1963, this requirement was extended to elementary school teachers.

These three key dates represent major modifications in New York's system of preparing most public school teachers, although the same basic approach to teacher preparation continued. Course work, including student teaching, led to a baccalaureate degree. In addition, 30 semester hours of graduate study were required.

The State Education Department accredits collegiate programs and it has done so in the traditional fashion. It has looked at training and experience of the staff, the appropriateness of the curriculum in light of the certificate to be issued, admission and grading practices, and physical facilities to support the program. The Department, like the colleges themselves, has been unable to determine how well preparatory programs are meeting the needs of schools.

Rapid and significant change has occurred in the economic, cultural, and educational facets of our society. These changes indicate the need for a thorough reform of teacher education, certification, and practice. The reform must ensure that the public school professional staffs continue to be responsive to changing demands of school and society. It must result in a system that is competency-based and field-centered.

b. Goal for Teacher Preparation and Certification

Certain underlying convictions exist about teacher preparation; they illuminate objectives of plans later outlined.

1. Pupil performance should be the underlying basis for judging teacher competence. (Such a basis is not now fully obtainable because of the limited knowledge about measurement itself.)

2. The basis for certification itself should be teacher competence, not merely the completion of college courses. Possession of a State certificate should represent an acceptable level of teacher competence in the performance of teaching duties.
3. The preparation of teachers should involve a number of pertinent agencies and individuals, including schools, higher institutions, professional staffs, and relevant agencies.
4. Like other professions, teaching requires that professional personnel undergo continuous training; consequently, teachers should be expected to demonstrate competency periodically to maintain certification.

The Regents goal for the preparation and practice of professional personnel in the schools is

To establish a system of certification by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn.

With this goal, the Regents present the broad outlines of a plan to implement an improved system of teacher certification. A timetable has been developed to illustrate the action that is planned.<sup>1</sup>

c. Implementing Needed Change

Since 1967, significant study has been given to a "performance," or competency-based program of teacher education, certification, and practice. The first real evidence of progress took place when the Regents sanctioned 12 trial projects in 1971.

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<sup>1</sup> See appendix B, p. 367.

These trial projects -- initial attempts at a competency-based, field-centered approach to teacher education and certification -- are the culmination of 5 years of discussion, conceptualization, and broadened understanding. Trial projects involve schools, colleges, professional staff, and teachers in training. Schools must identify their objectives, the competencies needed to reach those objectives, the evidences that such competencies are influential, and the training programs to develop those competencies.

Specific competencies must include the skills necessary for a well-educated person who is knowledgeable in the subject area to be certified and who can work with children in ways that will promote learning.

The trial project model is an incomplete one. Each project is working in a few certification areas at most, but the projects are an important and significant step in the development of a more complete teacher preparation and certification system. It will cover all areas of certification and will address preparation for entry into school service and maintenance of competency.

Between 1972 and 1976, the trial projects are expected to mature and serve as resources to develop a more complete reform of teacher preparation and practice. The trial projects should lead to a more comprehensive approach to shared responsibility for a competency-based, field-centered approach to prepare school personnel in support of the Regents goal and objectives. The Department staff has been organized to monitor, evaluate, and support the trial projects. Information and data gathered by the development of the projects will be made widely available.

1. Accreditation of Teacher Preparation Program

Procedures used provide helpful information about the organization and operation of the preparatory program. However, they do not provide significant data on program quality, especially as it relates to the capabilities of students who complete the program.

As accreditation procedures are improved, the focus for determining a program's potential and, hence, whether it should receive initial approval will center on answers to the following two question:

- a. What skills, knowledge, and attitudes should the student demonstrate at the completion of the program?
- b. What evidence will be acceptable to demonstrate that the skills, knowledge, and attitudes desired have been achieved?

Once the program is operating, the Department will require a second stage of accreditation (registration) and it will focus on answers to these two questions:

- a. What evidence is available to demonstrate that graduates have achieved the desired skills, knowledge, and attitudes?
- b. What evidence is available to indicate that the desired skills, knowledge, and attitudes are appropriate?

The institution of the reform in accreditation will take place in three stages. First, all new programs proposed for initial approval after September 1, 1973, will need to show that they are competency-based and field-centered. They will also need to show that there has been a significant and functional involvement in program development by representatives of school districts and by the districts' bargaining agent.

Second, programs seeking "registration" (the second step of the accreditation process) will also be required to demonstrate that they are

competency-based and field-centered. School district and professional staff involvement will need to extend beyond development to include implementation and evaluation. It is expected that all preparatory programs will be operating under the new system no later than 1980.

Third, beginning no later than 1985 the Department's accreditation focus should be primarily on the performance criteria necessary for certification and the means used to assess the criteria.

## 2. Certification

Two states, Arizona and New Jersey, are currently exploring the development of a statewide examination for certification. The Educational Testing Service is also revising the National Teacher Examination. These developments, in addition to the work being done by the establishment of the Regents External Degree Program, will be carefully studied and evaluated to determine the feasibility of establishing a statewide examination system in New York.

### Expansion of the Opportunities for Meeting Permanent Certification Requirements

The efforts noted above will apply to the acquisition of both provisional and permanent certification. Opportunities to acquire permanent certification should be expanded. Expansion efforts will be aimed at the improvement of professional service, not merely on graduate study per se. Three specific activities are planned:

- a. The acceptance of approved examinations, such as the College Proficiency Examinations, as college credit toward required graduate study. These examinations are now used to waive a specific course requirement, but the candidates must complete an equivalent amount of graduate credit.

- b. The launching of pilot efforts to allow provisionally certified teachers to acquire permanent certification in ways directly related to improving their professional service. Such pilot efforts might be encouraged within such units as a large school district, a BOCES area, or a regional planning center.
- c. The development of an external master's degree in education which will grant credit to knowledge gained through inservice work, graduate study, life experience, etc., validated by appropriate assessment procedures.

In line with the target dates identified under "Accreditation" above, the Department will not accept applications for individual evaluations after September 1, 1980. All persons seeking certification, unless eligible under the Interstate Certification Compact, will have to be recommended for certification on the basis of an assessment of their competence.

#### Maintaining Certification

Two additional major changes should take place in 1980. In meeting the goal that requires certificate holders to maintain demonstrated competence to enable children to learn, it is proposed that (1) the State will cease to issue permanent certificates and (2) the State will impose a periodic assessment on persons certified after September 1, 1980.

This step in the achievement of the goal should be fully realized after 1990. At that time staff behaviors that positively affect pupil performance will have been validated and should become the focus for the periodic assessment requirement. Until then, periodic assessment will be on those staff behaviors which by tradition and logic are viewed as important.



### 3. Continuing Education

Beginning September 1, 1980, opportunities should be available for all staff to maintain demonstrated competence in their area of certification.

During 1972-77, the Department will study ways to develop and implement a continuing education system. The Department will assess efforts presently existing in the State, encourage some existing and/or new efforts, develop and discuss the merits of possible models, and prepare appropriate documentation to establish a statewide system of continuing education for teachers. One possible model would be the career development center. A second model is that of teacher centers. The teacher center model and other possible models may well form a significant part of a State system of continuing education for teachers.

Some of the important characteristics of the career development center are as follows:

1. Being located within a stated geographic area;
2. Possessing the potential for multiagency involvement of schools, colleges, professional associations, museums, libraries, and other pertinent agencies;
3. Cataloging resources;
4. Marshalling resources;
5. Maintaining cooperative relationships with other regional functions;
6. Being responsible to the State;
7. Being supported by public funds, fees, and other sources.

The career development centers might be designed and governed in different ways but with the single purpose of responding to the needs of school staff. One common arrangement would entail cooperative planning and implementation by representatives of several agencies, including public

school teachers and administrators and college staffs. A permanent leadership staff would manage the center and report to the cooperative governing board.

A second model, which could be incorporated within a system of career development centers or which might operate independently, is the teacher center. These would be similar to teacher centers operating in Great Britain under the aegis of the Schools Council. Teacher centers would be established, governed, and operated exclusively by teachers who would match the available resources with their own learning needs.

In the development of a statewide system of continuing education for teachers, it might be appropriate for half of the units involved to follow the teacher center model.

d. Implications of the Plan

Some of the far reaching implications of this plan are as follows:

1. A visible and determined effort to assure that the preparation of professional personnel has a direct relationship to acceptable performance standards;
2. The identification and implementation of mechanisms to identify persons who have the potential to become competent professional staff members;
3. An expansion of ways by which training can be accomplished to satisfy the stated competencies from formal course work to independent and nondirected study;
4. A move away from requiring only graduate study for permanent certification. This will serve to reduce the number and scope of graduate degree programs in education;

5. The use of personnel with varying levels of competencies in the elementary and secondary schools. School districts and their professional staffs will need to study the present roles and responsibilities of their staffs to accommodate these variations and to participate actively in the training of personnel to carry out the schools' objectives.

e. Specific Conclusions

1. The Regents support the need to reform the preparation and practice of teachers in the elementary and secondary schools.
2. The Regents declare that the need to base certification on demonstrated competence is imperative and must be met in the shortest possible time period.
3. The Regents direct the Department to accept the task of working toward the necessary reform as one of highest priority. All potential avenues that might help to meet the Regents goal should be explored.

Unit 3: In Engineering Education

Engineering education has been singled out for attention in this plan, first, because engineering meets one of New York State's important manpower needs and, second, because the private engineering schools in the State are in grave financial difficulty.

Engineering has played a large role in the development of our country. Indeed, the first public institutions of higher education were established primarily for engineering and related instruction. The increased emphasis on technology in all aspects of our daily life will bring about increased need for people with expertise in a variety of engineering activities.

Care must be taken to assure that those engineering services required by New York State will be met with capable, well-trained, and versatile personnel.

This unit (1) describes the current status of engineering in New York State, (2) projects the needs for future engineering personnel, (3) identifies and discusses a number of pertinent problems unique to engineering education in New York State, and discusses options designed to assure engineering expertise for New York State through 1980, and (4) recommends programs and courses of action to which all sectors of society--the community, industry, colleges and universities, and engineers themselves--can be jointly involved in assuring the engineering manpower New York State will need in the decade ahead.

#### 1. Current Status

While New York State undergraduate enrollments in most fields of study rose during the last quadrennium, enrollments in engineering programs have remained relatively stable. More significantly, freshman enrollments in nonpublic engineering schools have declined by 10-15 percent in each of the last 2 years, and this trend is likely to continue during the next several years. Enrollments at public 2-year college technical programs, meanwhile, have increased only 6 percent between 1968 and 1971 despite major enrollment increases at the State's community colleges. As a result, the number of students transferring to the upper division level has not been significant. In addition, both master's and doctoral enrollments in engineering have declined significantly from the 1969 high of almost 9,500 students to about 5,500 in 1971.

As a result of this enrollment stability in undergraduate programs, almost all of the engineering schools in the State report "unused capacity" ranging from 10-50 percent of current enrollments; i.e., enrollments can be

expanded significantly with no increase in facilities or faculty. Because of this "unused capacity" and high laboratory and equipment costs, engineering schools are in grave financial trouble. The excess of expenditures over income of nonpublic engineering schools for 1970-71 is reportedly \$15 million or roughly 25 percent of the total deficits of nonpublic institutions for that year.

It is possible to allow the forces of supply-demand to take their natural course, but this approach is likely to jeopardize not only the strongest engineering institutions but it could affect the overall solvency of several important New York State institutions. Further, a significant reduction in engineering education capacity could prove short-sighted should the need for engineers increase in the immediate future, a strong likelihood considering that technology is increasingly becoming the foundation stone of our society.

## 2. Projected Needs in Engineering

The future need for engineers is dependent on many variables, not the least of which is the condition of the economy. Perhaps no other profession is so tied to the state of the economy as is engineering, and in the recent past the economy has been in a recessive state. But with the prospects of economic recovery emerging it would appear that the slump, acutely felt by engineers, is over. As Fortune recently stated, "The unemployment is expected to ease, as the economy improves and technology resumes its march, but then, paradoxically, a new problem will arise: a severe shortage of engineers. Freshman enrollments in engineering schools have dropped sharply as the appeal of an engineering career has declined. Effects of this drop-off will be felt for years . . ."<sup>1</sup>

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<sup>1</sup>Judson Gooding, "The Engineers Are Redesigning Their Own Profession," Fortune, June 1972, p. 72.

The national annual rate of growth in the demand for engineering personnel is projected to be between 2 and 2.6 percent.<sup>1</sup> The New York State Department of Labor, Division of Research and Statistics projects a growth rate of 2.2 percent for New York State,<sup>2</sup> whereas the Office of Planning Coordination projects a 2.6 percent annual rate of growth for New York State.<sup>3</sup>

The Bureau of Labor Statistics estimates that the Nation will need approximately 45,000 baccalaureate engineering graduates each year. If New York State produces the same percentage of these engineers as it traditionally has produced, the State is projected to put 4,060 engineers with baccalaureate degrees on the market next year. However, a percentage of all B.S. graduates in engineering will go to graduate school, thereby delaying entry into the labor market. The National Science Foundation puts this figure at 42 percent nationally, for 1969-70,<sup>4</sup> whereas a recent survey of the Engineers Joint Council<sup>5</sup> placed the figure at 20 percent, having counted only full-time students. If it is assumed that 30 percent of all engineering graduates go on to graduate school, the State will have to generate 5,800 engineers each year to make 4,060 of them available in the market.

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<sup>1</sup> W. O. Fleeknstein, "Economic Conditions in the U.S. Electrical, Electronics, and Related Industries; An Assessment," I.E.E.E. Spectrum, December 1971.

<sup>2</sup> Manpower Requirements: Interim Projections New York State 1969-80, New York: Department of Labor, Division of Research and Statistics, July 1971.

<sup>3</sup> Demographic Projections for 0-24 Age Group, by One-Year Age Intervals to 1995 A.D., Albany, New York: New York State Office of Planning Coordination, April 1969.

<sup>4</sup> "Trends in Graduate Education in Science and Engineering, 1960-70," National Science Foundation Reviews of Data on Science Resources, November 1971, p. 5.

<sup>5</sup> Engineering and Technology Graduates 1971: A Report by the Engineering Manpower Commission of the Engineers Joint Council, New York: The Council, 1971, pp. 6-7.



Obviously graduate study is also tied to the economy. If there is less money for graduate school, then a smaller percentage of students will continue their studies. Yet industry and business are demanding engineers with advanced degrees and will likely continue to do so as the economy improves.

3. Possible Problems In Meeting the Engineering Manpower Needs in New York State Through 1980

a. Decreased enrollments and degrees awarded signal fewer engineering personnel in the making. The highly publicized unemployment among engineers in certain engineering specialties has adversely affected the number of young people who select engineering as a career. It has also been suggested that the nature of engineering education itself may be partially to blame. It is highly specialized and technically difficult. In view of the importance of engineering manpower to society, the Regents recommend a full-scale study of engineering education -- including curriculums, methodologies, and faculties on the collegiate level -- and a review of how engineering-oriented subjects are taught on the secondary level, because this is where the decision to become an engineer is made. Efforts should be encouraged at all levels to make an engineering career more attractive to young men and women at an early age.

b. Engineers are increasingly being forced to acquire graduate credentials beyond the baccalaureate level. In years past, a B.S. in engineering was sufficient to assure a good paying job with upward mobility. This is no longer so. Business and industry are well aware that it is a buyer's market. Engineering schools will have to revamp their programs, and engineers will have to readjust their aspirations to fit the realities of the present job market. To succeed in engineering now, and in the future, it may be essential to continue on to graduate school. Present indications

are that this trend may accelerate in the 1970's. A 1969 engineering study<sup>1</sup> pointed out that, "Employers of engineers have over the years shown a steadily increasing appreciation for graduate work . . . Men with master's degrees are currently being sought even more aggressively than those with bachelor's degree training, and men with doctor's degree training are in even shorter supply." The study also noted that the higher the degree, the higher the salary, and that the only engineers assured of continued status after years in the field are those with doctoral degrees.

c. As needs for engineering education at all levels are increasing, a number of New York State's finest private engineering schools are in such desperate financial difficulty that they are threatened with extinction. The reasons for the plight of the private engineering schools are many: static enrollments, high cost of engineering programs, duplication of programs among competing institutions, lack of financial prudence. Without some kind of financial assistance from the State a number of these schools are headed for bankruptcy. This is why the Regents in October 1971, gave their approval to a 2-year program of categorical aid to all private engineering institutions, while the institutions, the State, industry, and the citizenry assess the situation and develop viable procedures to better utilize and preserve these institutions. Engineering education is too valuable a resource with too high a replacement cost built up over too many years to allow it to survive or fail according to the law of supply and demand. The faculty expertise and the physical facilities, all acquired in a less inflationary era, would cost considerably more to duplicate at a future time.

The Regents will therefore review engineering education and propose guidelines to evaluate the fiscal management of all engineering institutions. The Regents will call upon the expertise of the Regents Advisory Council for Engineering to assist them in their endeavors.

<sup>1</sup>Frederick E. Terman, Engineering Education in New York, Albany, New York: State Education Department, March 1969, pp. 17, 18.

d. Engineers experience a high degree of knowledge obsolescence.

Within a few years of graduation many engineers find that their specialty is no longer in demand or that much of the knowledge acquired earlier is obsolete. There is a need to provide retraining opportunities for those engineers who need it to maintain or update their education and skills. This retraining very often must be done on a part-time basis while the person holds a job. In addition, there are engineering technicians or corporate-trained persons who could profit from some form of post-baccalaureate training which would culminate in a degree. These persons usually hold an engineering level job but not a degree in the field.

The Regents consider it advisable to assure a means of continuing education at the graduate level for engineers needing increased competence and engineering technicians and corporately trained people desiring accreditation. They propose an engineering development program designed to provide an alternative form of continuing graduate education for engineering personnel not presently reached by the traditional graduate engineering programs.

The engineering development program will be sponsored jointly as an industrial-academic venture. It will provide self-study and part-time graduate level education for engineers needing retraining and engineering technicians and corporately trained people seeking degrees to help ensure upward mobility.

A recent study by the State Education Department's Bureau of Research in Higher and Professional Education identified a need for the professional development degree program in engineering and the willingness of employers to accept credentials earned in such a program. The study also isolated a number of regional areas in the State that would be particularly receptive to this kind of program. Programs are now being designed in electrical engineering.

#### 4. Recommendations

Considering the financial plight of the private engineering schools, the special problems unique to such technical education, and the anticipated need for engineers through 1980, the Regents recommend the following:

- (1) That categorical aid be provided to private engineering schools on the condition that they establish an academic council to reorient and consolidate programs. This approach will assure maintenance and support of existing institutions and will encourage them to develop viable procedures for the full and more efficient utilization of these programs.
- (2) The Regents will review and guide engineering program development and develop guidelines to evaluate the fiscal management of all engineering institutions, and they will be assisted in this endeavor by recommendations from the Regents Advisory Council for Engineering.
- (3) A pilot program be initiated based on the concept of the engineering development program to provide a new option for post-baccalaureate training for engineering personnel.

#### Unit 4: In the Health Professions

The Regents have a dual role: (1) encouraging and monitoring the educational process and (2) supervising the practice of the licensed professions. They are committed to assist in the improvement and distribution of health care to the citizens of New York State through education.<sup>1</sup> Also, they are cognizant of the vast amounts of materials that have been published concerning the existing system of health care.

Critics charge that the medical and health care educational system of the Nation has been slow in responding to its health needs. They say there has been too little effective planning, monitoring, and accountability. They also argue that expansion of the health manpower supply, under the present delivery and financing systems, will fail to decrease costs, improve distribution patterns, or have any appreciable effect on the health of the population.

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<sup>1</sup> In line with the statement above, the Regents have endorsed the efforts of the Nursing Education Unit of the State Education Department to develop a statewide system for continuous regional planning for nursing education.

Concurrently, many critics say that despite tremendous progress in the delivery of health care services in the past 20 years, there is evidence of major weaknesses in the system as it exists today. Many of the weaknesses are associated with:<sup>1</sup>

- an inadequate number of health personnel (physicians, nurses, dentists, etc.) in rural areas and in central cores of cities;
- a rapid rising of costs and too few incentives to control them;
- a needless duplication of facilities;
- restrictive licensing and certification requirements;
- and inefficient organization.

This unit analyzes trends in educational output for the major health professions (medicine, dentistry, and nursing) by the schools of the State; examines New York State registration trends of these professionals; projects health professions educational needs in the State; identifies some of the problems; and makes recommendations to overcome some of the difficulties.

#### Current Data: Supply and Distribution

##### I. Supply

In analyzing the supply of health professionals, this subsection examines the trends of degrees awarded by New York State institutions by health field and compares these data with national data, both in relation to a specific degrees-awarded base. Where possible, supply from other sources (foreign countries, etc.) is included in the analysis.

##### A. Nursing

##### 1. Registered Professional Nurses (RN's)

The output of the educational system for nursing in New York State is ahead of the Nation as measured by nurse-to-patient ratios. In addition, the supply of RN's who are foreign-trained has significantly increased.

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<sup>1</sup> (New York State) Governor's Steering Committee on Social Problems, Report on Health and Hospital Services and Costs, New York: The Committee, June 1971, p. 14.

There are three types of initial programs in the State that prepare nurses for examination and licensure as RN's: (a) the hospital diploma program, (b) the junior college associate degree program, and (c) the college or university baccalaureate programs. These programs are termed initial to distinguish them from the post- RN baccalaureate degree and the higher degree programs that grant master's and doctoral degrees. In 1970, New York State had the largest number (139) of initial professional nursing programs of any state in the country.

From 1965 to 1970, there was a decrease in hospital diploma programs in the State from 90 to 73, which was offset by the combined increase of associate and baccalaureate degree programs from 38 to 66. The desirability of this trend is, however, questionable. The professional organization of nurses, the American Nurses' Association, has recently supported the policy that all nursing education should be housed in institutions of higher education with the remaining hospital schools phased out according to a definite plan.<sup>1</sup> Opponents of this position cite data such as that collected in an analysis of a registered professional nursing examination conducted in New York State in July 1968. These data indicated that the average score on each measure recorded by diploma school graduates was higher than the score for graduates of associate degree institutions.<sup>2</sup>

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<sup>1</sup> National Commission for the Study of Nursing and Nursing Education, "Summary Report and Recommendation," American Journal of Education, Vol. 70, February 1970, p. 281.

<sup>2</sup> Ibid., p. 287.



Analysis of subsequent examination scores indicates a continuation of this trend.<sup>1</sup> It is obvious that the quality of associate programs in nursing, as related to successful passing of the RN examination by program graduates, and to hospital expectations and requirements, must be investigated. In light of these findings, the National Commission for the Study of Nursing and Nursing Education has recommended increased research into both the practice of nursing and the education of nurses. They also called for the development of enhanced educational systems and curriculums based on the results of that research.

Qualified nurses are needed in the State to conduct this research, which as in other fields of endeavor provides the basis for improved practice and measurable benefits for patients. In addition, the number of nurses able to implement research findings in specialized practice in patient care, in teaching, in supervision, and in administration of nursing services should be increased. Only 16 percent of the current New York RN work force holds a baccalaureate or higher degree.

Many nurses cannot meet the relatively high costs of baccalaureate and higher degree education; a program of financial assistance to prepare more nurses at these levels is a priority for improved nursing education and practice.

The Regents will, therefore, have the Nursing Education Unit of the State Education Department:

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<sup>1</sup> In 1970-71, 60.5 percent of New York State associate degree graduates in nursing passed the RN Licensing Examination (compared to 75.8 percent for associate degree graduates in nursing nationwide). This compares to a passing rate of 84.6 percent for New York diploma school graduates, and 91.8 percent for New York State baccalaureate graduates in nursing for the same year and examination series.

- a. Develop plans, in cooperation with selected educational institutions, for implementing an articulated program from the practical through the baccalaureate level in nursing. The planning should be initiated by mid-1973 and a report on the development of the program included in the Regents 1974 Progress Report.
- b. Continue to work with nursing programs to establish mechanisms for more effective, efficient, and economic upward mobility of the various levels of workers within the broad field of nursing.
- c. Develop a proposal to provide essential financial support for either full-time or part-time students in post-baccalaureate programs in nursing.

Undergraduate collegiate degrees and diplomas in nursing represented 5.7 percent of the total undergraduate degrees awarded in 1969-70 by New York State; nationally, this percentage was 2.3 percent. By this measure, the educational system of New York appears to be maintaining a favorable rate of output in initial professional nursing programs.

The supply of RN's has also been increased by the number of foreign-trained nurses annually licensed as RN's in New York State. This number has increased from 671 in 1966 to 2,133 in 1970, an increase of 218 percent. To insure an adequate supply of RN's within the State, a program of assistance is justified to guide foreign-trained nurses applying for a license within the State.

## 2. Licensed Practical Nurses (LPN's)

Preparation for examination and licensure as an LPN is most frequently provided in programs conducted by hospitals and public vocational education systems. Between 1966 and 1970, practical nursing programs in New York State increased by more than 20 percent -- from 91 to 110 programs. Undoubtedly, Federal assistance -- through vocational education funds and Manpower Development and Training moneys -- has been the primary impetus. The rapid growth of practical nursing is further illustrated by the fact that, since 1968, New York State has graduated more practical nurses than either diploma, associate degree, or baccalaureate degree nurses. The supply of LPN's has been increased further by the number of licenses issued to foreign-trained practical nurses (78 in 1970).

## B. Dentistry

New York State currently has dental schools at Columbia University, New York University, and the Buffalo Health Sciences Center. A fourth, at the State University of New York at Stony Brook, plans its initial enrollment for 1973. Although New York has for some time relied rather heavily on out-of-state schools to provide dental training for its residents, the majority of the State's dentists (63 percent in 1966) have been graduated by New York schools of dentistry.

The number of degrees granted annually in dentistry was static, increasing from 256 in 1966-67 to 260 in 1969-70, a gain of only 1.6 percent. This fact is more significant when it is noted that the number of applicants to New York dental

schools tripled during the 1960's. Thus, an increasing number of New York State residents have had to seek their dental training out-of-state. New York State residents enrolled as dental school freshmen in out-of-state schools increased from 42 percent in 1962 to over 50 percent in the late 1960's.<sup>1</sup>

New York would be in a vulnerable position if out-of-state schools were to adopt a policy of admitting fewer nonresidents. As the New York State Dental Manpower Study points out, "Whereas freshman enrollment at the five out-of-state schools most frequently attended by New Yorkers increased by 28 percent, enrollment at New York schools increased by only 6 percent (between 1962-63 and 1968-69). Thus the 25 percent increase in enrollment of New York residents [in dental schools] can be attributed almost entirely to the large increase [53 percent] in the number of New Yorkers attending out-of-state schools."<sup>2</sup>

The new Federal capitation grant program may provide financial assistance to New York State dental schools. The law regulating this program requires that schools increase enrollment as a condition for receiving basic institutional support. It also encourages accelerating programs of study.

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<sup>1</sup> New York State Dental Manpower Study, Albany, New York: The Department, Autumn 1971, p. 47.

<sup>2</sup> Ibid., p. 50.

### C. Medicine

New York State currently has eight private and three State-supported medical schools.<sup>1</sup> In 1969-70, they awarded 1,101 first-professional degrees in medicine, an increase of 166, or 17.8 percent, over the number awarded in 1966-67. The number of first-professional degrees in medicine in 1969-70 represented 34.3 percent of all first-professional degrees awarded in the State that year; this compares to 23.8 percent for the Nation.

From 1965 to 1969, the population of the State increased by 1.5 percent, the number of State-licensed doctors increased by 1.2 percent, and the enrollment of all the medical schools in the State increased by 24 percent. New York State medical schools appear to have made significant progress in their promotion of enrollment expansion.

New York State, however, has been and continues to be in debt to other states and countries for its medical manpower. Of the 2,435 physicians newly-licensed in the State in 1969, 30 percent were graduates of medical schools in other states, and 34 percent were foreign medical school graduates. Also in 1969, 568 New York State residents entered medical schools in other states, while only 328 nonresidents were admitted to schools in New York, a difference of 240 students.<sup>2</sup> Thus, New York State is significantly dependent on out-of-state institutions for its supply of medical manpower. The Regents call on the medical schools of the State to move as expeditiously as possible to double the total number of medical students in New York.

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<sup>1</sup> See appendix C, p. 369.

<sup>2</sup> J. E. Deitrick, M.D., "Report on the Financing of the Private Medical Schools of New York State," unpublished paper for the Associated Medical Schools of Greater New York, February 1970.

## II. Distribution

### A. Nurses

In July 1970, there were 492 active RN's per 100,000 population in the State.<sup>1</sup> This data entry includes both full- and part-time nurses. This compares to a national average of approximately 320 registered nurses per 100,000 population as of 1967.<sup>2</sup> The statewide ratio, however, compares questionably to the RN distribution in nearby regions. As of 1962, the RN ratio for the New England region was 470 active registered nurses per 100,000 population (latest data available).<sup>3</sup> At that same time (1962), New York had approximately 410 active RN's per 100,000 population.

In a 1963 report to the Governor and the Regents,<sup>4</sup> the New York State Committee on Medical Education set a provision of 500 active RN's per 100,000 population as a 1970 goal for the State. Comparison of this goal to recent data indicates a shortage of approximately 1,600 active RN's, as of 1970.

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<sup>1</sup> Data on active LPN's and auxiliary nursing personnel are not available for 1970.

<sup>2</sup> Approximated from Governor's Steering Committee Report, p. 19 and National Education Association estimate of 1967.

<sup>3</sup> U.S. Public Health Service, Health Manpower Perspective: 1967 (Washington, D.C.: U.S. Government Printing Office, 1967), p. 14.

<sup>4</sup> New York State Committee on Medical Education, Education for the Health Professions; A Report to the Governor and Board of Regents, Albany, New York: New York State Education Department, June 1963, p. 3.



The critical factor in providing nursing service is the unequal distribution of RN's throughout the State. As of July 1970, the ratio of active RN's to 100,000 population varied from 677 in the northern region to 401 in the New York Metropolitan area. Even more significant is the fact that, as of December 1971, approximately 30 percent of the RN's registered in the State were practicing out-of-state.<sup>1</sup> This condition should be investigated.

B. Dentists

As of 1970, there were nearly 13,000 professionally active dentists in the State, or 70 per 100,000 population.<sup>2</sup> In 1965, the Middle Atlantic States reported 58 active dentists per 100,000 population;<sup>3</sup> and in 1967 there were, nationally, approximately 40 active dentists per 100,000 population.<sup>4</sup> Thus, for the State as a whole, the number of practicing dentists compares favorably with the rest of the Nation. This is especially noteworthy when related to a recent Carnegie Commission report which stated, "On the whole, there is less evidence of a [national] shortage of dentists than of physicians, in relation to current demand."

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<sup>1</sup> Source: New York State Division of Professional Licensing, December 1971.

<sup>2</sup> Op. cit., Dental Manpower Study, p. 60.

<sup>3</sup> The Carnegie Commission on Higher Education, Higher Education and the Nations Health, New York: McGraw-Hill, October 1970, p. 19.

<sup>4</sup> Op. cit., Governor's Steering Committee, p. 19.

There is evident maldistribution of active dentists throughout the various regions of the State. As of 1970, the ratios among the regions differed from 78 dentists per 100,000 population in the New York City region to 35 dentists per 100,000 population in the St. Lawrence region.<sup>1</sup> An analysis of previous years' data indicates that the relative disparity among regions in distribution of dentists worsened from 1960 to 1968.

In attempting to deal with this problem, the 1972 session of the New York State Legislature considered a bill (Senate 7990) which would have provided 20 additional scholarships. These were to be awarded annually to students, beginning or engaged in the professional study of dentistry, who agreed to practice (upon completion of training) in an area of the State designated as having a shortage of dentists. Although this measure was not enacted, it appears to be one feasible alternative worthy of further consideration, to solve the problems of dental personnel maldistribution and the resultant inequities in the dental care available to the citizens of the State.

#### C. Physicians

As of December 1971, there were nearly 36,500 physicians registered and practicing in New York State.<sup>2</sup> This represents a ratio of approximately 190 physicians per 100,000 population, well above the national average of approximately 160 active physicians per 100,000 population.

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<sup>1</sup> Op. cit., Dental Manpower Study, p. 9.

<sup>2</sup> Source: New York State Board of Professional Licensing

The problems of maldistribution and accounting for numbers practicing out-of-state are, as with other health personnel, prominent ones. As of 1969, the physician-to-population ratio ranged from 265 per 100,000 population in Westchester County (a suburban area) to 34 per 100,000 in Orleans County (a rural area). More importantly, nearly 25 percent of the physicians registered in New York State in 1971 practiced their profession out-of-state.

The uneven geographic distribution of medical manpower appears to be related to such factors as differences in per capita income among regional areas of the State, hospital and educational facilities in the regions, community size, and racial background.<sup>1</sup> As the State moves toward a more adequate health care and maintenance delivery system, it will be necessary to devise special financial and nonfinancial incentives to induce physicians and other health personnel to work in low-income areas. An example is the current Special Regents Medical Scholarships for Areas of Physician Shortage. In this program, 30 scholarships are awarded annually to State residents who attend medical school, both as first-year students and as upperclassmen. Holders of the scholarships commit themselves to serve as physicians in a designated area of shortage for 9 months for each year's scholarship.

#### Projected Need for Selected Personnel

The many factors inducing uncertainty must be recognized in projecting the need for health personnel in the State. The expanding role of para-professional personnel -- physicians' associates and assistants, dental hygienists, nurses aides, etc. -- will have a definite but unpredictable effect upon the quantitative need for health personnel. An assumption of

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<sup>1</sup>Op. cit., Higher Education and the Nation's Health, p. 19.

the maintenance of the current system of health personnel education must also be acknowledged since the subsequent projections will apply linear trend relationships to both degrees awarded by New York medical colleges and active personnel per population base.

The population of the State is expected to increase from slightly over 18 million in 1970 to over 20 million in 1980, an increase of approximately 10.5 percent.<sup>1</sup> If current levels of active health personnel are projected against the projected 1980 population,<sup>2</sup> over 18,100 additional selected health personnel will be needed -- 4,200 physicians, 1,600 dentists, and 12,300 registered nurses -- just to maintain current ratios. Approximately 15,800 first-professional degrees in medicine, more than 3,700 first-professional degrees in dentistry, and 70,000 degrees and diplomas in nursing are expected to be awarded by New York State schools from 1970 to 1980. Thus, the projected educational output of the schools in the State might appear, at first glance, to be adequate to meet the future quantitative need of health personnel for the State's citizens through 1980. Three facts, however, must be considered and related to these statistics:<sup>3</sup>

1. Although M.D. degrees awarded in New York State averaged 1,018/year between 1966-67 and 1969-70, registration of physicians active in the State averaged an increase of only 357/year, between December 1969 and December 1971 -- a rate of 35.1 percent of the average annual degrees awarded;

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<sup>1</sup> Source: New York State Office of Planning Services

<sup>2</sup> Assumed annual death and retirement rates of 6 percent for DDS's, 16 percent for MD's, and 25 percent for RN's.

<sup>3</sup> Source: Division of Professional Licensing, New York State Education Department

2. As of 1963, approximately 80 percent of the graduates of New York dental schools were practicing in the State;
3. Although the number of degrees and diplomas awarded in initial nursing programs averaged 4,500 each year between 1965-66 and 1969-70, registration of nurses (RN's) active in the State averaged an increase of 2,058/year -- a rate of 46 percent of the average annual degrees awarded.

Applying these factors to the projected degrees data results in the following table for 1970-80:

| <u>Projected Need</u> |        | <u>Projected Supply (including above factors)</u> | <u>Differences</u> |
|-----------------------|--------|---------------------------------------------------|--------------------|
| Medicine (MD)         | 4,200  | 5,500                                             | + 1,300            |
| Dentistry (DDS)       | 1,600  | 3,000                                             | + 1,400            |
| Nursing (RN's)        | 12,300 | 32,200                                            | +19,900            |

This interpretation does not mean that New York will meet the demand for effective and efficient health care delivery. It does, however, indicate the approximate pool of health personnel that will result from the educational system of the State. It is obvious that more and different kinds of manpower will be needed than are indicated by the projected need data if the state-wide distribution of these personnel and the health care and maintenance delivery system is to be improved and if overall personnel-to-population ratios are to remain favorable to regional and national trends. The Regents realize that the New York State Health Planning Commission has been charged with determining the actual number of physicians and other health personnel working in and needed in the State in accordance with their geographical distribution and in relation to State population trends. They await the findings of the commission and will take an active role in implementing the recommendations.



### III. Qualitative Analysis

The problem of serious regional shortages of health professions personnel is not unique to New York State. A much-quoted statement by the Assistant Secretary of the U.S. Department of Health, Education, and Welfare indicates that the United States needs about 50,000 more physicians, "a couple of hundred thousand more nurses," and "almost 150,000 more technicians."<sup>1</sup> The problems of limited enrollment opportunities at expensive medical schools and the highly uneven geographic distribution of health manpower have been major areas of concern for every state in the Nation.

New York has provided its citizens with above-average educational opportunities in the health fields. As of 1968, the State ranked sixth in the country in medical and dental enrollments per 100,000 population.<sup>2</sup> As of 1969, it ranked first in the country (along with Minnesota) in the number of interns and residents (M.D.'s) in hospitals affiliated with medical schools per 100,000 population.<sup>3</sup>

The translation of these enrollments and residency data into adequate health care delivery has, however, been hindered by the current patterns of utilization and distribution of this manpower (as detailed in the quantitative section of this report). To overcome this problem in the shortest time possible will require (1) a revision of the current mode of health care and maintenance delivery and (2) a coordinated educational transition to provide the kinds of health personnel that will be utilized in the new delivery systems. Concepts such as preventive health care services, prepaid medical group programs, and ambulatory health service centers are alternatives currently under consideration by various public agencies and professional organizations concerned with the problems of rising medical costs

<sup>1</sup>"Country's No. 1 Health Problem: Interview with Top Presidential Advisor," U.S. News and World Report, LXX, February 23, 1970, pp. 68-73.

<sup>2</sup>Op. cit., Higher Education and the Nation's Health, p. 86.

<sup>3</sup>Ibid., p. 88.



and unequal geographical accessibility of medical services. From these innovative systems the concepts of medical team health care delivery and the greater use of paraprofessionals -- such as physicians' associates and assistants -- appear to offer a viable solution to the current shortages. The Regents have indicated their support for the preparation of medical paraprofessionals by approving (in May 1972) an amendment to the State University master plan. The amendment established a 2-year physicians' associate program to be administered by Hudson Valley Community College and Albany Medical College. This action is in agreement with a recent Carnegie Commission recommendation which urged " . . . community colleges develop and expand their curricula in the allied health professions . . ."<sup>1</sup>

Further efforts are needed, however, in defining the duties of the physicians' associate and other members of the proposed health team. These will enable educational institutions to coordinate the quality and scope of their programs with the requirements of the position. An excellent way to review present roles and relationships among the health team is to educate and train the team members together through coordinated instruction in as many core courses and clinical situations as is appropriate and practical. In this way, the various team members would become imbued early with their cooperating and overlapping relationships and functions. Also continuing education opportunities should be made available to practicing professionals as an aid to role transition within the health team concept.

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<sup>1</sup>Op. cit., Higher Education and the Nation's Health, pp. 95-96.

A possible problem appears to be the acceptance of the role of the paraprofessional by both the patients and the health profession. It cannot be overstressed, however, that the needs of the State are current and obvious and that resistance offered to innovative measures to improve health care delivery to the State's citizens can only be described as detrimental to society. Insurance and legal problems must be defined, and appropriate laws enacted to facilitate practice under new organizational concepts.

The educational output from the medical schools of the State is another area that requires examination. Practically every medical school in the country has followed the Flexner model in structuring its educational programs. This model defines science as the base of medical education and calls for emphasis on biological research.<sup>1</sup> One of the weaknesses which has grown out of incomplete implementation of the model is that it has permitted duplication of the science available in university science departments. The sophistication and high quality of university science departments have been unavailable to the medical student who has been restricted to using the science departments of the medical school. A sizable increase in the productivity of existing medical schools may be possible by preparing the medical student in the sciences at the university level in his first year of study. The university could make use of the current oversupply of Ph.D.'s in the sciences by utilizing them as instructors for medical students.<sup>2</sup> In this way, a substantial number of additional students

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<sup>1</sup>A. Flexner, Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching, 1910.

<sup>2</sup>K. Penrod, "New Medical Schools; Can They be Established Quickly at Less Expense?" Journal of the American Medical Association, Vol. 218, October 25, 1971, pp. 571-73.

could be prepared for entry into the medical school curriculum at the second year -- pathology and introduction to medicine -- level. The primary clinical teaching effort of the medical school could then be concentrated in the middle years of medical instruction. This could be integrated with a movement of senior medical students into area hospital clinical facilities for the latter part of their medical education.

Other ways to increase medical school output have been recommended by various organizations and deserve consideration. These include: (1) revising medical school curriculums to reduce the program time from 4 to 3 years, (2) reducing internship and residency programs from 4 to 3 years, (3) instituting 6-year programs from high school graduation to attainment of a medical degree, and (4) creating a degree between the A.B. and the M.D. which would allow a medical student to be employed as a teacher or a medical assistant or associate.

The Regents encourage experimentation with these alternatives which would reduce the barriers between universities, medical schools, and community hospitals. They might also increase the production of physicians and other medical personnel at a reasonable cost. The Regents stress, however, that the current high quality of the State's medical school graduates must be maintained and that the quest for more medical personnel must never supersede this objective. However, a report from a recent study by a gubernatorial committee recommended that "before any new funds are spent to construct new medical schools, we recommend increasing the output of existing schools by fuller utilization of their present facilities . . ."<sup>1</sup> Thus the need for innovation in a time of fiscal constraint is apparent.

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<sup>1</sup>Op. cit., Governor's Steering Committee Report, p. 49.

#### IV. Recommendations

Toward the realization of a more efficient and effective system of health personnel education and health care delivery, the Regents recommend the following measures:

1. That the current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physician, the physicians' associate, the specialist's assistant, and the registered and licensed nurse. This should be done to achieve more efficient utilization of these personnel.
2. That the medical and dental schools of the State report, by June 1, 1973, the further steps they are taking to increase their educational output (enrollments and degrees) and to improve the effectiveness and efficiency of health care delivery, through measures such as program innovation, curriculum redesign, and continuing education opportunities.
3. That the State and Federal governments approve appropriate incentive plans for all health care personnel that will guarantee a more equitable distribution of these professionals throughout the State.
4. That further plans in the health professions area be considered in relation to the recommendations of the New York State Health Planning Commission at such time as its report is made available.

PART III: The Collegiate Population to be Served and the Resources Available

SECTION 1: Enrollments and Degrees in Higher Education

This section provides measures of the projected impact of the Regents policy decisions concerning equalizing educational opportunity and enrollment expansion at the undergraduate and graduate levels and controlling graduate degree programs; it examines the enrollment projections of each of the higher education sectors in relation to Regents goals and objectives; and it makes recommendations to achieve the enrollment goals of New York State.

a. Undergraduate Enrollments and Degrees

(1) High School Graduates

The number of high school graduates in New York State between 1961 and 1971 rose from 165,200 to 234,300, an increase of 42 percent.<sup>1</sup> The number of high school graduates projected for 1971-80 is expected to increase to a maximum of 262,400 in 1979, an increase of only 12 percent. By 1985, just over 234,000 graduates are expected, approximating the 1971 class. This decline in the number of high school graduates will result in declining freshman enrollments during the 1980's.

(2) Full-Time First-Time Freshman Enrollment

Full-time, first-time freshman enrollment increased from 64,600 in 1961 to almost 137,700 in 1971, a gain of 113 percent.<sup>2</sup> This increase compares with a 42 percent increase in the number

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<sup>1</sup>See appendix A, table 9, p. 352.

<sup>2</sup>See appendix A, table 9, p. 352.

of high school graduates during the same period. In 1961, the first-time, full-time freshman enrollment represented over 39 percent of New York's high school graduates for that year. This percentage rose to almost 59 percent in 1971 partially as a result of such special programs as "Open Admissions" and "Toward Full Opportunity."

The Regents objective is to increase full-time, first-time freshman enrollment in New York State colleges and universities to 70 percent of the year's high school graduates by 1980. This objective, after taking into account student migration patterns and students who register in noncollegiate post-secondary programs, will provide for implementation of the full opportunity program by 1980. To achieve this objective will require provision for 181,500 full-time, first-time freshmen in 1980, an increase of 32 percent over the 1971 freshman enrollment.<sup>1</sup> Because of the expected decline in high school graduates occurring after 1981, the 1985 freshman enrollment of 171,300 will represent a 5.6 percent decline from the 1980 level.

The plans of the three higher education sectors provide enough freshman places in 1980 to achieve the Regents objective. State University, excluding the community colleges sponsored by the New York City Board of Higher Education, is planning to increase its full-time, first-time freshman enrollment from 59,700 in 1971 to 84,000 in 1980. The 1980 planned enrollment represents over 32 percent of that year's high school graduates.

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<sup>1</sup> See appendix A, table 9, p. 352.



The percent of high school graduates attending senior campuses of State University will decrease from 7.5 percent in 1971 to 7.1 percent in 1980. This decrease will further limit entry to these institutions and possibly raise the average admissions score above its already high level.

The freshman enrollment at City University and the community colleges sponsored by the New York City Board of Higher Education is expected to remain at approximately 40,000 students throughout this decade.

The remaining 58,000 freshman can be accommodated by private colleges and universities and through increased nontraditional collegiate options such as the Regents External Degree Program. Accommodation of these students will depend primarily on the ability of the private institutions to remain economically viable. Unless a more effective student aid program is funded by the State and Federal governments, it is doubtful that private institutions will be able to attract an adequate number of students because their costs, rising almost as rapidly as those in the public sector, must be covered by raising tuition rates.

### (3) Undergraduate Enrollment

Enrollments at the full-time undergraduate level have grown from slightly over 209,000 in 1961 to more than 467,000 in 1971, an increase of 123 percent.<sup>1</sup> The difference between sector expansion rates was significant as public institutions increased their full-time undergraduates by over 245 percent during this period; the increase in the private sector was only 42 percent.

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<sup>1</sup>See appendix A, table 9, p. 352.

Within the sector components, public 2-year colleges showed the largest growth rate with an increase of 438 percent from 1961 to 1971.

The role of public institutions has increased significantly at the undergraduate level. Their increased role is due to their accessibility to students because of subsidized low tuition rates, to their diversified program offerings, and, in the case of community colleges, to the proximity of campus locations to home residence.

The full-time undergraduate enrollment projection for 1980 is 643,000, with 5 percent of this number expected to enroll in non-traditional collegiate programs. This projection is based on four factors: (1) recently revised projections of the number of high school graduates, (2) the Regents objective of full-time, first-time freshman enrollment placed at 70 percent of New York State's high school graduates by 1980, (3) specified net migration assumptions, and (4) increased mobility of students transferring from 2-year to 4-year institutions.<sup>1</sup> The 1980 enrollment projection is 38 percent over the actual 1971 enrollments; it results from a 10.6 percent increase in the number of high school graduates combined with the planned increase in the college-going rate during the period. The projected enrollment increase is consistent with national enrollment projections forecasted by the Carnegie Commission which predicts a 60 percent increase in enrollments between 1970 and 1980.<sup>2</sup> The new projections of full-time undergraduate enrollment

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<sup>1</sup>See appendix A, sources for table 9, no. 4, p. 353.

<sup>2</sup>Carnegie Commission on Higher Education, New Students and New Places, New York: McGraw-Hill, October 1971.

expected in 1980 are 4 percent below the projections presented in the 1970 Progress Report of the 1968 Regents Statewide Plan because of the lower high school graduate projections. (See figure 2.)

In the early 1980's, however, undergraduate enrollment is expected to decline slightly following the decline in the number of high school graduates. Therefore, careful attention must be given to planning and resource allocation during the 1970's to prevent an overexpansion of educational resources, especially physical facilities, for the 1980's. Enrollments through the end of this century will tend to stabilize around 640,000 students.

Associated with any projection is uncertainty. In projecting undergraduate enrollments in this plan, the uncertainty takes two forms. First, there is the statistical uncertainty or variability inherent in any methodology attempting to predict the future based on the past. Consequently, the enrollment projections in this section must not be used as absolute levels, but rather be used as overall indicators of the direction towards which and the speed with which the system should change. The second, and equally important, type of uncertainty relates to the future structure of the higher education system. The enrollment projections in this section are couched in what are now conventional terms (i.e., full-time undergraduate enrollment). It is likely that the higher education system will change in such ways that the present methods for accounting for students (credit hours, upper-lower division, etc.) may become outmoded. As these changes become evident, the projections will be adapted to better describe the potential population.

# FULL-TIME UNDERGRADUATE ENROLLMENTS

|                     | 1975    | 1980    | 1985    |
|---------------------|---------|---------|---------|
| ORIGINAL PROJECTION | 558,400 | 681,500 | 640,000 |
| REVISION            | 540,700 | 643,000 | 635,900 |
| DIFFERENCE          | -17,700 | -38,500 | -4,100  |

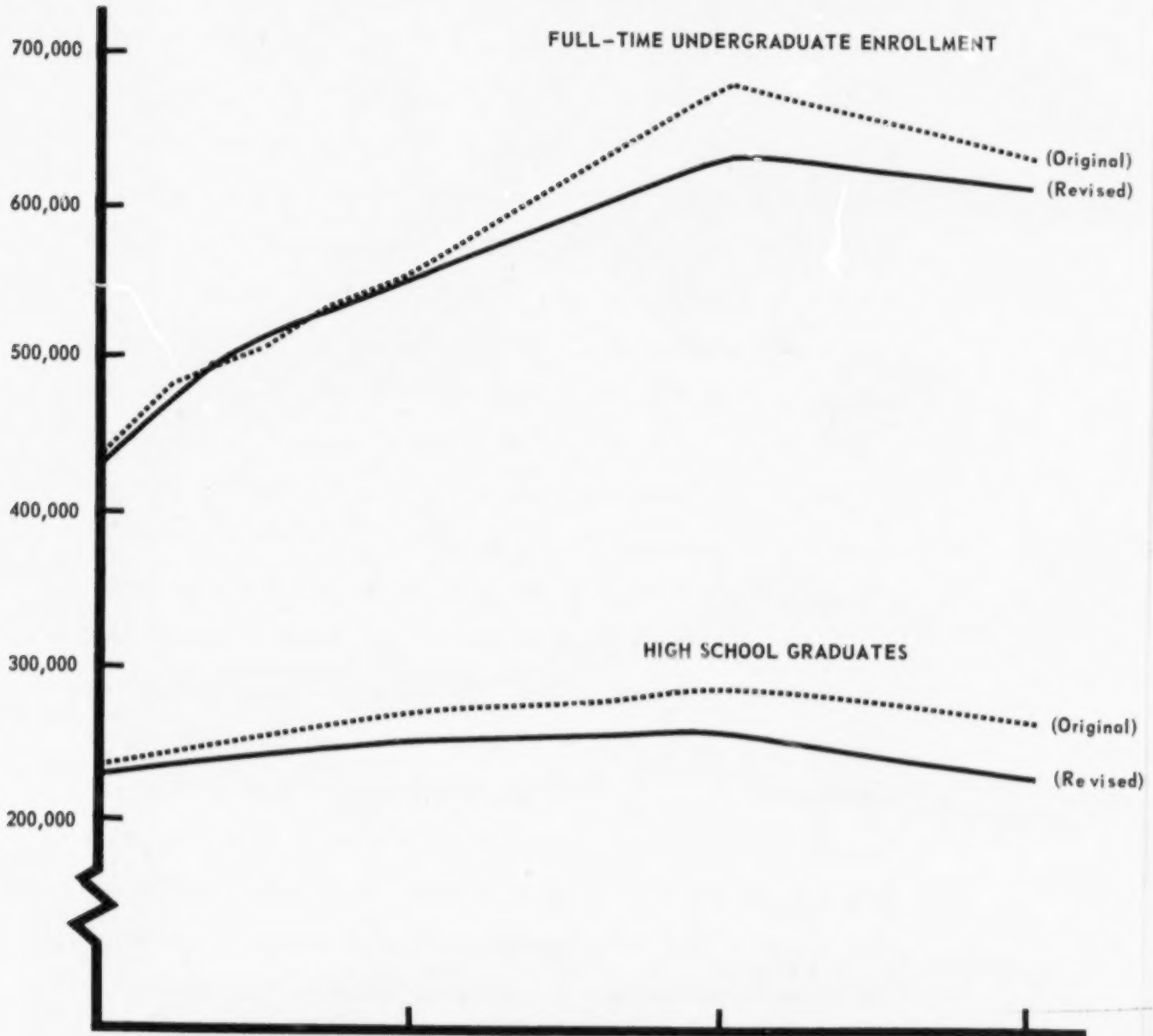


FIGURE 2, REVISED FULL-TIME UNDERGRADUATE ENROLLMENT PROJECTIONS

Any interpretation of these projections should be cautiously undertaken in full awareness of the constant flux in the students' classification system and its possible obsolescence.

The following table summarizes the full-time undergraduate enrollment goals of the three sectors in relation to the Regents objectives for 1975 and 1980.

| Full-Time Undergraduate Enrollment |          |         |
|------------------------------------|----------|---------|
|                                    | 1975     | 1980    |
| (1)                                | (2)      | (3)     |
| Regents Objective                  | 540,700  | 643,000 |
| State University                   | 206,600  | 249,500 |
| City University <sup>1,2,3</sup>   | 160,000  | 180,000 |
| Private Colleges and Universities  | 194,200  | 210,800 |
| Sector Total                       | 562,800  | 650,900 |
| Difference                         | + 20,100 | - 2,100 |

<sup>1</sup>Includes community colleges sponsored by the New York City Board of Higher Education under the program of State University.

<sup>2</sup>Estimated by the State Education Department. City University's master plan did not include enrollments projection by type of attendance.

<sup>3</sup>Projection B of the City University master plan.

Based on the sector projections, it appears that there may be an excess of enrollments (4 percent) planned by institutions over the number of expected full-time undergraduate students in 1975. For 1980, the sector projections and the Regents objective are in reasonable balance (differing by less than 1 percent).

The private college master plan projections appear to be optimistic under existing financial arrangements. If present arrangements continue, private colleges are likely to enroll 10,000-15,000 fewer students than they are willing to serve in 1975. The Regents feel, however, that their stated enrollment goals should be achieved; this achievement would result in improved utilization of the vast physical resources of the private sector. The Regents call for new financial arrangements to permit private institutions to achieve their enrollment goals.

The undergraduate enrollment projection for City University and the community colleges in New York City adopted by the New York City Board of Higher Education calls for an increase of over 46,000 full-time students from 1971 to 1975. This projection is based on their assumption of improved retention rates for open admission students. While the Regents support programs to improve retention rates, the Regents have no basis now for assuming this improvement will occur. Consequently, the Regents support the Plan A projection developed in the City University master plan. This establishes a 1975 full-time undergraduate goal of 145,000 or about 15,000 less than the Plan B goal recommended by the Board of Higher Education. If the subsequent experience justifies a shift to the Plan B enrollment goals, the Regents will review this position.

The 1980 full-time undergraduate enrollment goals in the 1972 State University master plan are 65,000 students lower than the enrollment



goals approved for SUNY in their 1970 progress report. State University will provide for an increasing number of 2-year to 4-year transfers, but it appears that the demand will continue to exceed the number of places available. In attempting to meet this demand, State University is projecting a 32:68 lower to upper division ratio in 1980. This far exceeds their approved 40:60 ratio and its implications must be carefully and continually assessed. The Regents reaffirm their support of the educational desirability of the 40:60 ratio. The Regents urge that mechanisms be developed to enable private institutions to play a role in meeting the educational needs of 2-year college graduates.

#### Minority Enrollments

The characteristics of the 1980 student population are expected to differ from those of the 1970 population as a result of substantial progress towards the Regents goal of equalization of educational opportunities. In 1970, minorities represented over 14 percent of New York State's 18 to 24 age population. However, they accounted for only 41,000 students or 9.5 percent of the full-time undergraduate enrollment. The Regents expect that this number will grow to 80,000, representing 12.5 percent of the projected full-time undergraduate enrollment. The largest portion of this increase is expected to come from black enrollments, rising from 25,500 in 1970 to 64,000 in 1980. Increased minority enrollments will result from expanded programs for the disadvantaged and, more importantly, from more effective integration of regular academic programs.<sup>1</sup>

The Regents expect that the 1980 full-time undergraduate enrollment will have a 50:50 male-to-female ratio. Gradual movement from the 1970

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<sup>1</sup>Minority Access to and Participation in Post-Secondary Education: A Statement of Policy and Proposed Action, Albany, New York: New York State Education Department, May 1972 (Regents Position Paper No. 15).

male-to-female ratio of 56:44 will result as greater numbers of women begin to enroll in traditionally "male" academic fields and as employment practices change.

#### Undergraduate Degrees

Associate and baccalaureate degrees conferred grew from over 42,000 in 1960-61 to over 94,000 in 1969-70, an increase of 123 percent.<sup>1</sup> Associate degrees grew over 251 percent during this period as compared with a 94 percent gain in baccalaureate degrees. As a result of the projected increase in undergraduate enrollment, total undergraduate degrees conferred are expected to grow to about 173,000 by 1980, an increase of 84 percent over 1970. Associate degrees will continue to grow more rapidly than baccalaureate degrees. During this period, the increase in associate degrees is projected to be 118 percent, while a 71 percent increase is expected in baccalaureate degrees.

#### b. Graduate and First-Professional Enrollments

##### (1) Graduate and First-Professional Enrollments

The Regents goal is to strengthen the quality of graduate education while meeting New York State's needs for these programs. To this end, the Regents are considering three policy decisions that directly affect graduate and first-professional programs:

- (a) To modify certification requirements for elementary and secondary school teachers whereby a degree at the master's level or 30 credits beyond the baccalaureate is not mandatory;
- (b) To reserve the use of the Ph.D. degree to programs of sufficiently high quality to develop competent research potential;
- (c) To significantly increase enrollments in selected first-professional degree programs, especially in the health sciences, to meet societal needs for programs in this area.

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<sup>1</sup>See appendix A, table 10, p. 354.

Implementation of these policy decisions should result in a lower full-time graduate and first-professional enrollment than had been projected previously. Specifically, the revised enrollment projections represent reductions of 18 percent for 1975 and 27 percent for 1980 from previous projections.<sup>1</sup> Total full-time graduate and first-professional enrollment, however, is still expected to increase from 57,800 in 1971 to 66,900 in 1975, a gain of 16 percent. The three sectors of higher education expect to enroll 66,000 full-time graduate and first-professional students in 1975. Based on these projections, it appears that there will be reasonable balance between the demand for and the number of places available for graduate education.

(2) Master's Enrollment and Degrees

Full-time master's degree-credit enrollment for the State is expected to expand from 24,500 in 1970 to 35,900 in 1980.<sup>2</sup> This increase of almost 47 percent is lower than the growth experienced during the past decade and reflects the effect of the Regents policies, offset in part by an expanding population pool from which graduate enrollments are drawn. The demand is expected to decline. This expected decline will have a significant impact on part-time master's degree enrollment since a high proportion of this enrollment is in the field of education.

In 1970, nearly 20 percent of the total full-time master's

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<sup>1</sup> See appendix A, table 11, p. 355.

<sup>2</sup> See appendix A, table 12, p. 356.

enrollment and 42 percent of the part-time master's enrollment were in education.<sup>1</sup> This enrollment resulted in 39 percent of all master's degrees awarded in 1970 being in the field of education.<sup>2</sup> Although the revised graduate projections have included the expected effects of the curtailment of specified master's degree demand, projections by specific field can be developed only after the policy decisions are stated in more precise, numerical terms.

Master's degrees awarded in New York State grew from over 17,350 in 1964-64 to over 26,500 in 1969-70, an increase of 53 percent.<sup>3</sup> It is expected that over 34,600 master's degrees will be awarded in 1979-80. The most rapid growth will be in interdisciplinary and professional fields other than education.

### (3) Doctoral Enrollments and Degrees

The Regents have commissioned a study of the quality of doctoral education in New York State. The purpose of the study is to reassess doctoral education in New York State and to recommend changes to strengthen the quality of such programs. Full-time doctoral enrollment is expected to increase almost 18 percent, from 17,000 in 1970 to 20,000 by 1980.<sup>4</sup> This rate of growth is lower than the rate in the previous decade and is based on achieving a more reasonable balance of supply and demand.

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<sup>1</sup> See appendix A, table 13, p. 357.

<sup>2</sup> See appendix A, table 14, p. 358.

<sup>3</sup> See appendix A, table 15, p. 359.

<sup>4</sup> See appendix A, table 12, p. 356.

It is expected that the number of doctoral degrees awarded will also increase more gradually than in the previous decade. The 1980 figure of over 3,900 will represent a 19 percent increase over the 1970 level.<sup>1</sup>

(4) First-Professional Enrollments and Degrees

The Regents encourage increased enrollments in selected first-professional fields, especially the health professions, in response to manpower needs. Thus the projected 1980 full-time, first-professional degree enrollment of 22,900 represents an increase of nearly 60 percent over the 1970 figure of 14,400.<sup>2</sup> As a result of these enrollments, first-professional degrees are expected to grow from 3,200 in 1969-70 to over 5,800 by 1980, an increase of 82 percent.<sup>3</sup>

The public-to-private ratio is expected to change from a 1970 ratio of 20:80 to a 1980 ratio of 26:74.<sup>4</sup> Private institutions will clearly then continue to play the dominant role in the first-professional area, but expansion of enrollments will need to be preceded by examination of present facilities utilization in the specialized health professions areas. Enlarging the pool of enrollments will cause new demands on existing specialized facilities; expansion of these facilities would represent a huge capital

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<sup>1</sup>See appendix A, table 15, p. 359.

<sup>2</sup>See appendix A, table 16, p. 360.

<sup>3</sup>See appendix A, table 15, p. 359.

<sup>4</sup>See appendix A, table 16, p. 360.

requirement for new construction. Alternatives to this approach include an examination of current time required in preprofessional study and a change in current enrollment levels at existing facilities.

c. Recommendations

The Regents recommend the following with respect to enrollment goals:

- (1) That the projections for full-time enrollment shown in the following table be adopted as the basis for planning in order that the Regents enrollment objectives be achieved.

| Full-Time Enrollment                   |         |         |
|----------------------------------------|---------|---------|
|                                        | 1975    | 1980    |
| (1)                                    | (2)     | (3)     |
| <u>Total Full-time Enrollment</u>      | 613,000 | 707,400 |
| State University <sup>1</sup>          | 224,900 | 273,500 |
| City University <sup>2,3</sup>         | 149,200 | 174,600 |
| Private Colleges and Universities      | 238,900 | 259,300 |
| <u>Undergraduate</u>                   | 545,800 | 630,400 |
| State University <sup>1</sup>          | 206,600 | 249,500 |
| City University <sup>2,3</sup>         | 145,000 | 170,000 |
| Private Colleges and Universities      | 194,200 | 210,900 |
| <u>Graduate and First-Professional</u> | 67,200  | 78,000  |
| State University                       | 18,300  | 24,000  |
| City University                        | 4,200   | 5,600   |
| Private Colleges and Universities      | 44,700  | 48,400  |

<sup>1</sup> Excludes community colleges in New York City sponsored by the BHE

<sup>2</sup> Includes community colleges sponsored by the New York City Board of Higher Education under the program of State University in City University due to lack of detail in the City University master plan.

<sup>3</sup> Excludes the Mt. Sinai School of Medicine which is affiliated with the City University of New York



- (2) That new financial arrangements be developed to enable private institutions to meet the undergraduate enrollment goals in the master plan of the Commission on Independent Colleges and Universities.
- (3) That State University accelerate the development, for its senior campuses, of admissions procedures that utilize other criteria in addition to high school achievement. This will provide for a better balance in the limited freshman classes of their institutions.
- (4) That mechanisms be developed to enable private institutions to play a more vital role in meeting the educational needs of 2-year college graduates.

SECTION 2: Higher Educational Resources

Unit 1: Faculty in Higher Education

The strength of any higher education institution is a competent and dedicated faculty. A highly developed society depends on them to transmit its truths, to stimulate an environment in which new knowledge (scientific, psychological, and humanistic) can flourish, and ultimately to preserve, in a repository manner, a people's mores, customs, and artifacts. New York State is well equipped with such a highly qualified faculty which should be viewed as a major educational resource. As with all resources, efforts must be made to insure the continuity of such a teaching force without depleting or eroding one of the State's most valuable assets - a core of educational workers to guide students in their intellectual development.

This unit (1) describes, in quantitative and qualitative terms, the current status of faculty in the colleges and universities of the State, both public and private; (2) projects the need for additional faculty in the seventies; (3) identifies anticipated problems and discusses some of the pressing issues in the faculty field; and (4) makes recommendations for the resolution of the problems.

#### 1. Current Status

This unit quantitatively identifies and describes the State's higher education full-time faculty.<sup>1</sup>

Nearly 38,000 full-time faculty members taught in the State's colleges and universities in 1970. Slightly over 18,000, or 48.1 percent, were in private colleges and universities, and almost 20,000, or 51.9 percent, were in public colleges and universities.<sup>2</sup>

These faculty provided instruction in 1970 to nearly a half million full-time students enrolled in the State's colleges and universities. This resulted in a full-time student/faculty ratio of slightly less than 13 to 1. Among the State's higher education sectors, the full-time student/faculty ratios were 14 to 1 for the public sector and 12 to 1 for the private sector.<sup>3</sup> This difference can partially be attributed to two factors:

- (1) Of the private sector's full-time enrollment, 18 percent are graduate students as compared to only 6 percent in the public sector. Graduate education has traditionally maintained lower student/faculty ratios.

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<sup>1</sup>As reported in Higher Education Data Survey, Form No. NYSED 3, Sections D and G. This full-time faculty includes academic deans, professors, associate professors, assistant professors, instructors, lecturers, and others of undesignated rank.

<sup>2</sup>See appendix A, table 19, p. 363.

<sup>3</sup>Ibid.

- (2) The public sector's higher ratio includes the community colleges whose student/faculty ratio is higher than the traditional 4-year public institution.

At 2-year institutions, there were slightly less than 7,000 full-time faculty and nearly 113,000 full-time students in 1970, for a student/faculty ratio of 17 to 1. The ratios were approximately equal for both public and private 2-year institutions.

At the 4-year institutions, nearly 31,000 full-time faculty provided instruction for over 382,000 full-time students in 1970, a student faculty ratio of 12 to 1. The public 4-year ratio was 13 to 1, while the private 4-year ratio was 12 to 1.

Student/faculty ratios provide a quantifiable measure of the current status of the faculty in higher education institutions in the State, but they do not provide the only measure. The quality of faculty is less easily measured, but indicators of faculty quality can be observed. The Regents Academic Chair Program, initiated 7 years ago to attract the world's most distinguished and renowned scholars to New York State, has not only attracted other eminent scholars and financial resources to the State, but also increased the intellectual vitality within the State. An assessment of this program has just been completed by the Bureau of Research in Higher and Professional Education.<sup>1</sup> Such programs are invaluable in their contribution to educational quality and should be continued.

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<sup>1</sup> The Regents Academic Chair Program, Albany, New York: New York State Education Department, autumn 1971.

Another indicator of faculty quality is the quality of the publications in professional journals and the numerous books published by New York State faculty members. The body of knowledge in many disciplines has been appreciably added to by the writings and research done by many of New York State's faculty members.

It is essential to have competent and qualified faculty for the institutions of higher education and every effort must be exerted to assure the continuation of such faculty in New York State.

2. Projection of Faculty Needs to 1980

The projected full-time enrollment for the colleges and universities of the State will be nearly 722,000 by 1980, or an increase of 46 percent over 1970. The projected faculty needs for this student population are subject to a number of issues which could change, including the following: (1) As institutions seek fiscal solvency and better faculty utilization, one area to be assessed and probably changed will be student/faculty ratios; (2) new programs (open access, external degree, independent study) will demand a different faculty utilization than heretofore--faculty will be called upon to serve in a counsel or adviser role and to be more flexible in their designing of academic programs for students; (3) the possibility that departments within higher education institutions may consider the sharing of faculty through joint regional appointments. The projections then will vary significantly as new instructional techniques and educational options are developed and made available in the seventies.

### 3. Conceivable Problems in the Seventies

#### a. The Role of the Faculty

The role of the faculty is multifaceted. Although the public views the faculty member primarily as a teacher, some college administrators and some faculty for many years have placed their priorities on research, writing, consulting, and graduate education, often to the detriment of undergraduate education. Administrators, ever mindful of the intense competition for funds and concerned with enhancing their university's prestige, have frequently based their evaluation of faculty members on their publication records and grantsmanship abilities rather than on the quality of their teaching. Students have long complained of this and have found ready allies among those faculty members dedicated to teaching. However, until the majority of college administrators demonstrates a willingness to reward those faculty members who regard teaching as their primary role with promotions, salary increases, proper esteem, and influence, it is unrealistic to expect faculty members to shift their priorities to teaching.

Recent trends have motivated many college faculties to reassess their roles. Opportunities for increased contact between students and faculty have been occurring on many campuses throughout the State. Lectures are being replaced by seminars, increasing the dialogue between student and teacher. More chances for independent study are evolving. Many institutions are increasing students' options for offcampus study. The entire grading system is being reexamined. Students are participating in faculty evaluations and in the preparation of curricula. The faculties of the State should be commended for these efforts, but many more reforms are still needed.

One area in need of reform in which the faculty plays a major role is program design. Students begin the college experience with a wide variety of interests which could, if allowed free rein, result in diverse opportunities for general education for the student. In their role as counselor to the student, faculty members all too frequently curb the student's tendency towards diversified educational endeavors and quickly channel the student into a highly structured educational experience. For some kinds of students, this may be advisable, but, for many, this early specialization thwarts creativity and inhibits the natural selectivity of the student. The faculties need to decrease their resistance to curricular reform and deemphasize the importance which they place upon credit hours, major sequences, and highly specialized offerings. This can be accomplished by emphasizing multidisciplinary experiences for students. Team teaching of interdisciplinary offerings will not only broaden students' interests, but will also contribute significantly to decreasing parochial departmental philosophies.

b. Faculty Recruitment

Civil rights legislation of the past few years and the increased visibility given to the disparate numbers of women and minority members on college faculties have led to increased emphasis upon developing ways to attract competent members of these groups to college campuses. Some colleges and universities in the State have assumed the initiative by adopting recruitment policies that bring these traditionally underrepresented groups to their campuses. But it is essential that this initiative be expanded to include all the institutions in the University of the State of New York.



To this end, the recruitment of qualified women and minority group members to the faculties of the State is one of the Regents specific objectives for higher education.<sup>1</sup> The term, "minority groups," includes, but is not limited to blacks, Spanish-speaking citizens, and American Indians.

The moral mandate for the hiring of faculty from all ethnic groups and sexes has always been with us. It has, however, been largely ignored to date. This is no longer permissible. The Regents position paper on Minority Access to and Participation in Post-Secondary Education<sup>2</sup> states, "Not only is integration an imperative and viable approach to education, it is the only legal one." The paper speaks directly to the recruitment of faculty members and professional staff from minority groups. It encourages institutions to reassess the procedures used in faculty recruitment and hiring and to take affirmative action to assure recruitment from these groups.

Another Regents position paper, Equal Opportunity for Women,<sup>3</sup> urges governing boards and executive officers of all New York State educational institutions to develop affirmative action plans. These would include realistic numerical goals and timetables for the recruitment of women and their promotion to professional and managerial positions. The theme of this paper, when added to the

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<sup>1</sup> See specific objective number 5, p. 15.

<sup>2</sup> Minority Access to and Participation in Post-Secondary Education, Albany, New York: New York State Education Department, May 1972 (Regents Position Paper No. 15).

<sup>3</sup> Equal Opportunity for Women, Albany, New York: New York State Education Department, April 1972 (Regents Position Paper No. 14).

Federal constitutional amendment mandating equal opportunity and pay for women (currently awaiting ratification by the states), creates an undeniable mandate to all institutions to provide more opportunities in higher education for qualified women. The Regents expect all institutions to report their progress toward increased faculty representation of minority groups and women in the institutions' 1974 progress report.

In addition to women and minority groups, there exists in New York State another faculty resource that spans the population which has gone untapped -- those people qualified by long years in a trade, business, museum or other cultural institution. These practitioners have, until now, been closed out of the educational enterprise because they lack the "credentialism" prerequisite to teach in an institution of higher education. This must be altered. Faculty with a diversity of talent, drawn from the widest possible spectrum of our society to transmit their vast knowledge and expertise to students, must be attracted. Barriers which prevent the recruitment and the employment of these people must be removed. Practitioners should be given flexible schedules so that they may combine teaching with their other responsibilities, and existing policies must be examined to permit short-term employment of these people.

Just as the students entering our higher education institutions are heterogeneous, so should their teachers be. Qualified diversified faculty from all population groups have significant contributions to make to the quality of higher education.

c. Academic Freedom

The Regents endorse the principle of that section of the AAUP 1940 Statement of Principles on Academic Freedom and Tenure<sup>1</sup> which deals with the concept of academic freedom. Academic freedom is defined as the right of members of the academic community freely to study, discuss, investigate, teach, conduct research, publish or administer, as appropriate to their respective roles and responsibilities.

It is in this context that the Regents acknowledge the societal benefit to be derived from faculty with specialized skills, talents, and intellectual ability who have freedom to pursue and transmit the truth within their particular area of competency. They do, however, believe that the concept of academic freedom should be accompanied by increased responsibility both in and out of the classroom. "For academic freedom to endure, academic responsibility must be exercised. The academic community which asks protection from outside interference in order to perform its mission must not tolerate sabotage of that mission by its own members."<sup>2</sup>

In essence, for every right there is a duty. A faculty member, protected by academic freedom, has a duty to limit his own freedom so that it does not impinge on the freedom of others.

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<sup>1</sup> Louis G. Joughlin, ed., Academic Freedom and Tenure: A Handbook of the American Association of University Professors, Madison, Wisconsin: University of Wisconsin Press, 1967, pp. 33-39.

<sup>2</sup> Statements on Academic Freedom and Responsibility and Academic Tenure, adopted by the American Association of State Colleges and Universities in November 1971.

The Regents, therefore, urge: (1) That the institutions establish guidelines to discipline those faculty members who misuse, either in or out of the classroom, the rights and privileges their faculty status confers; (2) that each institution, which has not already done so, establish procedures that will guarantee individual faculty members the right of "due process of grievance" when they are challenged about academic freedom.

d. Faculty Productivity

In a time when the funding of higher education is being closely scrutinized and challenged, it is inevitable that the issue of "faculty productivity" should arise. In the 1971 and 1972 sessions of the New York State Legislature, several legislators introduced legislation to monitor the number of clock hours of teaching which would be required of each faculty member. The Regents attitude at those times was that to limit evaluation or productivity to quantifiable measures alone - clock hours taught and student/faculty ratios - was unacceptable and the Governor subsequently vetoed the bill on this basis. The Regents, therefore, strongly urge that all institutions develop faculty productivity evaluation mechanisms which would include all aspects of faculty participation in the educational effort. These would consider the roles of counseling (graduates and undergraduates), administration, and classroom preparation and delivery essential for good classroom learning. It is thus affirmed that any evaluation of faculty productivity should include all aspects of the teachers' role.

The increase in productivity, traditionally used by business and industry as a rationale for salary increases, has never been applied to faculty resource management. Since the end of World War II, faculty salaries have risen appreciably, but those measures of productivity (contact and/or credit hour loads) have not increased at a corresponding rate. While the Regents recognize that higher salaries are required to attract highly qualified personnel, the resulting increase in cost to students and to citizens of the State must be considered.

Because of increasing costs and poor resource utilization, some collegiate institutions have chosen to declare bankruptcy; some, to reduce costs, have limited enrollments of low- and middle-income students who are expensive to service; in others, the fiscal burden has been passed on directly to the taxpayer. As another alternative, the Regents urge collegiate institutions to investigate ways of increasing faculty productivity (contact and/or credit hours) as one viable way to increase the utilization of institutional resources.

e. Collective Bargaining

The concept of "collective bargaining" refers to the negotiation between employer and employee which determines the terms and working conditions by which both parties are governed. Although a relatively new concept in terms of higher education faculty, it is likely to pose some problems for the management of higher education institutions.

There presently exist three national organizations vying for the power which accompanies the position of bargaining agent for faculty members in higher education institutions. The National

Education Association (NEA), with more than 40,000 members, is the exclusive bargaining agent on 187 campuses. The American Federation of Teachers (AFT), with some 15,000 members, bargains for close to 80 campuses, and The American Association of University Professors (AAUP), which, although having the largest membership of near 91,000 members, only bargains for 9 institutions. This last organization has decided, however, to make collective bargaining a priority element in its program in the coming years. It becomes evident that collective bargaining will play a far more important role in the 1970's than heretofore, and that this role must be considered by the higher education community as it plans for the decade ahead.

This plan deals specifically with the concept of collective bargaining as it relates to the State University of New York, The City University of New York, and the private sector of higher education in New York State.

The State University of New York: In 1968, the Public Employees Relation Board (PERB) defined seven statewide negotiating units for all State employees. One of these units included all professional employees in the State University system covering 29 colleges and university centers. In 1970, more than 15,000 employees in the negotiating unit voted to retain the Senate Professional Association (SPA), an affiliate of the New York State Teachers Association (NYSTA) and the National Education Association (NEA), to be their negotiating agent. The Office of Employee Relations (OER), named as negotiating agent for the State by the Taylor Law, negotiated with the SPA, and a 3-year agreement was reached. It covered all



teaching faculty and nonteaching professional staff in both central administration and on the University campuses on such matters as grievance procedures, retirement and dismissal procedures, leave benefits, and academic freedom. In the spring of 1972, the contract was reopened at the initiation of the SPA, and salary negotiations were effectively concluded.

The community college faculties are not a part of the negotiating unit represented by the SPA, but by law they bargain as a faculty association with the sponsoring agent.

The City University of New York: On September 15, 1969, the Legislative Conference, as bargaining agent for all full-time faculty in The City University of New York system, signed a contract with the Board of Higher Education of the City of New York. In April 1972, the Legislative Conference merged with the United Federation of College Teachers, which had represented lecturers and part-time teachers, into the Professional Staff Congress, bringing the total faculty represented to 16,000, the largest union local in the country.

Thus, the public sector of higher education bargains collectively with bargaining agents representing nearly 32,000 faculty members in New York State.

Private Higher Education: Union activity on private campuses began in 1970 when the National Labor Relations Board (NLRB) assumed jurisdiction over employment disputes in private institutions of higher education and then expanded this ruling to cover any institution with a gross income of \$1 million or more. St. John's University now has a contract negotiated by the AAUP and the Faculty

Association of St. John's University. Long Island University's Brooklyn Center Campus has a contract presently being ratified. Many schools (Adelphi is an example) are presently voting on the issue of whether or not the faculty is to be represented by a bargaining agent. Some schools, such as Fordham, Pace, and Manhattan College, have recently held elections in which the unions were defeated, but the issue will be presented again next year.

#### Implications of Faculty Unionization

By 1980, institutions of higher education will employ 1 million academicians nationwide.<sup>1</sup> It is likely that many faculty members will believe it to be to their advantage to associate with some agency directly concerned with faculty welfare. Should this be so, it is wise to consider some of the possible resulting implications for higher education in the coming decade.

The governance of higher education institutions may require restructuring. Faculty participation in the decision-making process will materially increase, and it may prove necessary to develop responsible mechanisms to accommodate their enlarged role in the governing process. This will require accommodation on the part of the State Legislature, the sector trustees, college administrators, and coordinating agencies.

Long-range financial planning must be initiated to handle the anticipated escalation in faculty costs to the higher education enterprise. Increased salaries and benefits have usually followed in the wake of organized

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<sup>1</sup>Myron Lieberman, "Professors Unite!" Harpers, vol. 243:64, October 1971.

labor, and it is only reasonable to expect that organized faculty may follow the trend. Higher education must plan ahead for this contingency lest it be unable to finance escalating demands for higher education by the State's citizenry. There will therefore be an increased interest in institutional accountability. To accommodate this charge, administrators, faculty members, and students must plan together to assess the goals and objectives of their institutions and develop mechanisms to measure the progress made toward their achievement.

The implications of faculty unionization for the governance and financing of higher education are acknowledged as important. The overriding concern, however, for teachers, colleges and universities, students, and citizens alike remains the effect this issue may have on the teaching/learning process. The primary responsibility of any professor is, and should always be, his or her commitment to education. Those considerations and improvements concerning personal welfare should be separate from academic considerations. Care must be taken by administrators, trustees, and particularly by faculty members to assure this separation.

The Regents therefore accept as viable some aspects of collective bargaining but believe that certain academic matters must remain outside of the purview of negotiation. These include the following:

1. Academic tenure should be awarded to individual faculty members according to the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments and the administration. Faculty should participate as an academic body and not as a collective bargaining unit.
2. Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions to insure high quality and relevance to institutional mission and goals.

3. The processes for faculty evaluation, promotion, and retention should be provided for in the bylaws and should be within the control of the governance structure of the institution. The processes should not be defined by the terms of a collective bargaining contract.
4. Student/faculty ratios and class size are and should remain a determination of the academic department and the administration in order to assure a responsiveness and flexibility to the varying needs and abilities of students and faculty members.
5. Administrative and/or academic organizational structure is a governance function.

The foregoing are matters of educational policy, essentially non-economic and consequently nonnegotiable.

The traditional faculty participation in educational decisionmaking is invaluable, desirable, and is to be encouraged. But an institution of higher education must be flexible and responsive to its constituency. The mandated process of collective bargaining is cumbersome, rigid, and unable, by its very nature, to make those administrative decisions crucial to the effective operation of a higher education institution.

#### Tenure

Academic tenure is that status which is granted to a faculty member by an institution, when satisfied with his performance, to make him a permanent member of the faculty. Upon the granting of tenure, the faculty member can no longer be arbitrarily dismissed from his position. The Regents endorse the concept of academic tenure, but agree with the American Association of State Colleges and Universities statement that "Tenure is not, nor should be intended as . . . a shield for mediocrity, incompetence or academic irresponsibility, and faculties at each institution should clearly and explicitly establish minimum levels of expected professional performance and responsibility and should enforce them impartially."<sup>1</sup>

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<sup>1</sup>Statements on Academic Freedom and Responsibility and Academic Tenure adopted by the American Association of State Colleges and Universities in November 1971.

Traditionally tenure has had two primary functions: One is as a protection for academic freedom; the other as a protection against arbitrary and unjust administrative action which would endanger a faculty member's economic security. But the right to academic freedom is not and should not be contingent upon tenure, and protection of a faculty member's economic security is not and should not be the prime reason for granting tenure. Tenure makes the teaching profession attractive to persons of ability, but essentially constitutes one important protection for academic freedom.

Tenure is thus designed as a permanent agreement an institution and a faculty member enter into after careful and lengthy consideration by both parties. The Regents, therefore, urge a reexamination of the probationary period before a tenure contract is decided upon by the parties involved. It is obvious that tenure should never be granted automatically at any specific time, but, rather, should be contracted when both faculty member and administration feel that they have sufficient confidence in each other.

The traditional concept of tenure is under serious challenge. Recently, there have been a number of cases regarding tenure brought before the courts by faculty members objecting to the fact that their contracts were being terminated after 1 or 2 years of work at an institution. In the past, it has been the prerogative of the institution to keep or not to keep such faculty members after one or more years of probationary employment. Those faculty members judged by the institution not to possess the characteristics necessary and compatible with the mission of the college have been terminated with no reasons given. The institutions have judged this to be their right. This is no longer acceptable to most faculty members. Those faculty members

who have challenged this position have maintained that they have been deprived of property (their jobs) without due process (no reason given, or reasons given are not justifiable cause under the law) as guaranteed by the Constitution. In turn, they have gone to court. Some cases have been decided in their favor others in favor of the institution.<sup>1</sup> In any case, little progress has been made towards a resolution of the issues. Hence, with the ferment surrounding tenure, colleges and universities would be well advised to establish reasonable, defensible, and objective guidelines for assessing and evaluating the potentials of prospective faculty members, for mistaken judgments could be costly to institutions should they decide not to retain a faculty member. Thus the Regents, although reaffirming their commitment to tenure as a concept to insure against arbitrary dismissal of tenured faculty, would resist any attempt to make tenure an automatic right of a faculty member.

Not all faculty is or should be tenured. Some colleges and universities balance their faculty by maintaining 60 percent of their faculty as tenured and 40 percent as nontenured. The Regents believe this to be a reasonable ratio. The Regents also recommend that within departments, not more than 70-75 percent of the faculty be tenured. They also advise those institutions who do not already have guidelines for tenure to establish such guidelines. These guidelines should include goals and current faculty tenure proportions by faculty level and rank, procedures for the dismissal of incompetent tenured faculty, and should be reported in the institutions' 1974 progress report.

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<sup>1</sup> See especially the United States Supreme Court's decisions in Roth v. Wisconsin State University-Oshkosh and Sindemann v. Odessa Junior College.



While endorsing the concept of academic tenure, the Regents also recommend that each institution establish procedures for faculty evaluation. Institutions could be aided in this process by an evaluation committee comprised of representatives from various segments of the college community.

#### 4. Recommendations

In order to maintain and assure a plentiful source of qualified faculty for New York State's higher education institutions through 1980, the Regents recommend that:

- (1) All higher education institutions develop mechanisms for faculty evaluation which will consider the full spectrum of faculty participation in the educational effort and assure maximum remuneration and career advancement for excellence in the art and science of teaching.
- (2) Faculty members assume a major role in the implementation of innovations and flexibility in program design.
- (3) Departments within higher education institutions consider the desirability of sharing faculty through regional joint appointments.
- (4) All higher education institutions in the State reassess their recruitment policies to assure that a truly diverse faculty be enlisted which will include qualified members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society.
- (5) Faculty members assume that academic responsibility essential to the maintenance of their academic freedom, and that all higher education institutions establish procedures to assure faculty members the right of due process of grievance when their academic freedom is challenged.
- (6) Guidelines for tenure, including goals and current faculty tenure proportions by faculty level and rank, and procedures for the dismissal of incompetent tenured faculty should be reported by all institutions in their 1974 progress reports.
- (7) Institutions investigate ways to increase faculty productivity as one way to increase the utilization of institutional resources.

- (8) That the faculty continue in its traditional role in academic matters in cooperation with the administration and that the following matters not be subject to collective bargaining:
- (a) Academic tenure should be awarded to individual faculty members as per the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit.
  - (b) Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions to insure high quality and relevance of institutional mission and goals.
  - (c) The processes for faculty evaluation, promotion, and retention should be provided for in the bylaws and should be within the control of the governance structure of the institution. The processes should not be defined by the terms of a collective bargaining contract.
  - (d) Student/faculty ratios and class size are and should remain a determination of the academic department and the administration in order to assure a responsiveness and flexibility to the varying needs and abilities of students.
  - (e) Administrative and/or academic organizational structure is a prerogative of the administration as the executive of the governing board.

## Unit 2: Libraries in Higher Education

The traditional role of the college and university library in New York State has been to support the academic goals of institutions of higher learning. Its chief functions have been the preservation, dissemination, and advancement of knowledge. Thus, its role has long been regarded by some as a passive one involving the storage and retrieval of the conventional bound-volume sources of information. In recent years, however, the resources and services of the academic library have come to play an increasingly active role in support of instruction, with the future holding more promise of the same. New trends in higher education are rapidly creating an environment which permits academic libraries to

undergird the programs and curricula of colleges and universities. In this new library environment, a wide range of nonbook resources, such as video tapes, cassettes, and computer terminals must be available to improve the quality of a student's education, enhance his learning experience, and insure maximum levels of cooperative utilization of the available library resources of the State.

This unit clarifies the existing dimensions, both qualitative and quantitative, of college and university libraries of the State. Planning guidelines are examined and included in an analysis of projected needs. This analysis also includes cooperative mechanisms that encompass both libraries existing outside of the college walls and collegiate libraries. It recommends specific action to develop an economically feasible system of academic library development capable of meeting the diversified needs of the expected student population of the next decade.

#### Trends in Higher Education and the Implications for Libraries

##### Qualitative Analysis

In the past decade, innovations have brought a more individualistic pursuit of knowledge. This less formally structured search for knowledge, in which faculty serve in an advisory capacity and the student works independently in acquiring knowledge and skills, implies an obviously greater dependence on libraries. Diversification of programs as exemplified by the Empire State College, the University Without Walls Program, and the Independent Study Program of State University indicate the continuing growth of independent study. This concept of "universal access education"<sup>1</sup> stresses the Regents conviction that a comprehensive post-secondary educational

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<sup>1</sup>See: Carnegie Commission on the Future of Higher Education, New Students and New Places. New York, New York: McGraw Hill, Inc., 1971.

system will be developed to provide a learning continuum for all who qualify, at whatever age and for whatever length of time they wish to pursue it.

The movement away from rigid general education requirements in degree programs poses many challenges to the academic library. A far greater range of information materials must be made available to encompass the diversified research requirements resulting from individual program design. This factor stresses the need to involve institutional librarians in the academic program development process so that appropriate materials can be made available when the need arises.

New developments in remote instructional systems through the utilization of computer networks, closed circuit television, and film require that new kinds of nonprint materials such as tapes, records, and video reproductions be available in college libraries. Thus, although academic libraries will and must continue to serve book-oriented learning and provide the written records needed for modern research, students will need "learning centers" of nonprint materials as well as reserve reading rooms and book stacks to gain access to the various new modes of materials dissemination.

Implementing the Regents specific objective of a 1980 in-State college-going rate of 70 percent will result in an influx of students, many of whom will need remedial assistance. College libraries will thus be required to significantly bolster their supply of remedial materials.

The large number of disadvantaged students entering colleges and universities will be in dire need of library user education. Thus, it will be essential that academic libraries provide special library counseling, instruction, and reading guidance.

To provide maximum amounts of library materials at a feasible cost, a program of coordinated collection development must be formulated among college and university libraries, not only on a regional basis but also on state and national bases. To support a coordinated acquisitions program, the Regents reaffirm their principle that each institution of higher education, public or private, be an active member of a Reference and Research Library Resources System and make full use of statewide library services provided through programs such as the New York State Interlibrary Loan Network.<sup>1</sup> While the Regents acknowledge the need for coordinated library materials collection development, they also recognize that such development must follow coordinated academic curricular development which will be more readily achieved through regionalism in higher education.

#### Quantitative Analysis

This section encompasses a numerical examination of two main components of academic libraries: collections and staff. Comparisons of statistics for each component area among the various sectors of collegiate post-secondary education are generated to gauge the equity of the present materials distribution schema. Quantitative analysis of sector library resources also includes examination of staff and volume proportions to determine the rates of utilization found among both public and private collegiate institutions. Ratio analyses are then used to project theoretical needs of these institutions through 1975.

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<sup>1</sup> Paraphrased from: The Regents Statewide Plan for the Expansion and Development of Higher Education, 1968, Albany: The University of the State of New York, March 1969, p. 31.

## I. Collections

### a. Current Collections (1971)\*

As of 1970, there were almost 40,277,000 volumes<sup>1</sup> in college and university libraries in New York State. Of this number 11,090,000, or 27.5 percent were in public college and university libraries, while 29,187,000 were in private college and university libraries.

The ratio of volumes to full-time equivalent students in 1971 was 53 volumes per student for the public sector and 112 volumes per student for the private sector.

### 4-Year Colleges and Universities

At the 4-year college level, including both public and private sectors, there were over 38,236,000 volumes in academic libraries, with the public sector containing 25 percent and the private sector containing 75 percent.

The ratios of volumes to full-time equivalent enrollments at 4-year institutions were 47 volumes per student for the public sector and 114½ volumes per student for the private sector.

The specialized nature and long term of existence of many private 4-year institutions, coupled with the usual emphasis on graduate research programs, represents some reasons for the disparities between the ratios of volumes-to-enrollment for the various sectors. The need is indicated, however, for developing coordinated mechanisms to increase accessibility of available resources to 4-year enrollments of both sectors.

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\*The following data represent 203 college and university libraries which submitted data as of June 30, 1972. Detail may not add due to rounding.

<sup>1</sup>A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hard-bound or paperbound, which has been classified, cataloged, or otherwise prepared for use. This includes bound periodical volumes.



The Regents Advisory Committee on Long-Range Planning for Academic Libraries in New York State has generated planning guidelines for 4-year college libraries.<sup>1,2</sup> Data limitations prohibit analysis of these guidelines on a statewide level at this time, but institutions are encouraged to make use of the guidelines when planning their own library program development.

#### 2-Year Colleges

At the 2-year college level there were over 2,040,000 volumes in 1971, with the public sector containing 73 percent and the private sector containing 27 percent.

The ratios of volumes to full-time equivalent enrollments at 2-year institutions were 11 volumes per student for the public colleges and 53 volumes per student for the private colleges.

The liberal arts programs at the longer established private 2-year colleges justifies in part the proportionately larger collection sizes indicated. However, the important role that public 2-year institutions will play in implementing the stated Regents priority concerns for higher education concerning educational opportunity<sup>3</sup> dictates the continuing need for full regional integration of academic program development with library program development at the 2-year college level.

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<sup>1</sup>See appendix D, p. 370.

<sup>2</sup>These long-range planning guidelines will be included in a position paper to be issued by the Regents. Institutions are encouraged to solicit copies when they become available.

<sup>3</sup>See Regents Priority Concerns for Higher Education: Nos. 1, 3, 5, and 8, pp. 396-398.

The Regents Advisory Committee on Long-Range Planning for Academic Libraries in New York State has generated planning guidelines for 2-year college libraries.<sup>1,2</sup> Institutions of this type are encouraged to utilize these guidelines for future library program development.

b. Projected Collections (1975)

If present trends continue, the imbalance between college library collections and college enrollments among the sectors of higher education in the State will perpetuate itself. Projections for 1975 indicate that public collegiate institutions will enroll 366,600 full-time students, or 61 percent, of the expected State full-time enrollment. Concurrently, the number of volumes expected to be in libraries of public colleges and universities will increase to 12,620,566 in 1975 or 28.6 percent of the total volumes expected in all collegiate libraries in the State. The greater proportion of volumes, 71.4 percent, will be owned by private college and university libraries.

It is evident from the foregoing that a coordinated library planning endeavor must continue to be developed as an integral part of future higher education planning. A regional approach would avoid costly collections duplication and increase the accessibility of existing materials to a greater number of students. Such a regional planning approach is taking shape in the Regents effort to regionalize higher education in New York State.

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<sup>1</sup>See appendix D , p. 371.

<sup>2</sup>These long-range planning guidelines will be included in a report to be published by the Regents. Institutions are encouraged to solicit copies when they become available.

## II. Personnel Requirements

In order to accomplish the functions described in very general terms above, a wide range of professional and specialist talent and expertise is required. The core of any library must be the professional librarian trained in the process of acquiring, organizing, and expediting the use of recorded information.

In addition to the specialized skills of professional librarians, a long list of other competencies is important in certain situations. For example, libraries committed to automation programs will require systems analysts and programmers to devise and implement computer-based operating systems. In other types of institutions, especially junior colleges using a full range of technical aids to instruction, staff specialists in this area will be required. People with skills in communications such as the preparation of technical aids to instruction, the editing and preparation of manuscripts for publication, and photography are required in varying degrees among the institutions of the State.

But the central point is that library performance is dependent first of all on the degree and amount of professional competence available to an institution. It seems certain that no institution can realize the full educational benefits of its investment in library information sources until the highest level of professional expertise is available.

The thrust toward broader and more dynamic library programs in colleges and universities makes it imperative that sophisticated staff development programs be developed to encourage present staff members to expand their skills and their potential for service on a continuing basis.

It is equally imperative that the status of librarians in the universities and colleges of which they are a part be carefully assessed to assure that they

are, in fact as well as in theory, full partners in the educational process.

The analysis of college and university library staff will include the examination of professional and nonprofessional personnel involved in operational and administrative capacities.<sup>1</sup> This section includes the statistical examination of current staff personnel, generation of staff/volume ratios, and straight-line projections of staff based on these ratios for both the public and private sectors of higher education in the State.

a. Current Staff (1971)\*

As of 1971, there were over 5,760 college library staff members servicing over 471,000 students. Of this number 2,187, or 38 percent, were professional personnel.

Of the professional staff, 958, or 44 percent, were in public college libraries and 56 percent were in private college libraries. The resulting professional staff/student ratios were one professional to 219 for the public sector, and one professional to 212 for the private sector.

Of the 3,574 nonprofessional personnel, 1,455 or 40.7 percent were in public college libraries and 2,119 in private college libraries. The resulting nonprofessional staff/student ratios were one nonprofessional to 144 students for the public sector and one nonprofessional to 123 students for the private sector.

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<sup>1</sup>Professional staff are staff doing work that requires training and skill in the theoretical or scientific aspect of library work, or are staff in positions normally requiring at least a bachelor's degree. Nonprofessional staff are persons in receiving, shipping, storing, secretarial duties, etc.

\*Based upon the data submitted by 203 college and university libraries as of June 30, 1972. Detail may not add due to rounding.

Although planning guidelines are still under development for college library staff requirements,<sup>1</sup> an additional area that must be taken into consideration is the predicted impact of the enlarging scope of college libraries with respect to academic program development. This impact will most likely manifest itself by increasing the staff requirements for 1980 which obviously will affect the validity of the stated staff projections.

b. Projected Staff (1975)

It is possible to project, utilizing these ratios and student projections for 1975, the following 1975 college library staff requirements for the various sectors: 1,682 professionals and 2,560 nonprofessionals at public colleges and universities, and 1,125 professionals and 1,942 nonprofessionals at private colleges and universities. The sum of the sector projections is a total expected State requirement in 1975 of 2,807 professional and 4,502 nonprofessional college and university library staff members representing increases of 28.4 percent and 26 percent respectively, over the 1971 staff totals.

Although planning guidelines are still under development for college library staff requirements,<sup>1</sup> the predicted impact of the enlarging scope of college libraries with respect to academic program development must still be considered. This impact will most likely manifest itself by increasing the staff requirements for 1975, which obviously will affect the validity of the stated staff projections.

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<sup>1</sup>The Regents Advisory Committee on Long-Range Planning for Academic Libraries in New York State has appointed a subcommittee on manpower for the development of appropriate guidelines.

### III. Facilities

#### Library Planning Guidelines

Although a definitive library building program requires careful analysis and determination of spatial requirements for each of the many functions and services to be encompassed within a library structure, fairly accurate preliminary figures of total space requirements may be simply projected once campus population and collection growth estimates have been agreed upon.

#### The Future: A Comprehensive Cooperative System

One of the major concerns for the development of academic libraries across the State is the coordination of the various existing and planned consortia and library networks. This is mandatory to avoid duplication of effort and excessive costs. The scope of this coordination would include such functions as the regional establishment of bibliographic centers, interlibrary loan networks, delivery systems for the transfer of research materials of all kinds, and lists of serials. Component members of such a coordinated network would include the New York State Reference and Research Library Resources Programs, the New York State Interlibrary Loan Program, the New York State Library, the New York Public Library, all college and university libraries, and other smaller specialized consortia. This approach would ensure rapid access to research library materials at a cost which will be feasible for the State.

Inherent in the development of a regionalized comprehensive statewide academic library system will be the increased application of technological innovations such as computer networks, telecommunication, video cassettes, and facsimile transmission. Development of an automated system at each institution is, however, in most cases fiscally infeasible. A system of



regional networks with remote terminal access thus presents itself as the most viable approach to library data sharing.

#### Recommendations

With respect to academic libraries, the Regents recommend:

##### A. Regionalism

1. That where 3R's regions and higher education planning regions are not coterminous, effective interface be achieved by insuring that the Regents' Advisory Councils in the higher education regions make full use of the expertise that has been developed in the 3R's System through their representation on these Councils and the relevant task forces.
2. That appropriate utilization be made of the resources of all types of libraries--public, industrial, research, hospital and medical, and the museum libraries that make up the membership of the nine 3R's Systems-- to meet the regional post-secondary educational needs of the State.
3. That librarians be included on advisory committees related to higher education at State, regional, and institutional levels.
4. That the device of contract between 3R's Systems and regional associations of institutions of higher education be exploited.

##### B. Resources and Services

1. That the higher education regions jointly with the 3R's Systems designate certain libraries and/or collections of strength as resource libraries that will be available to all students and faculty in institutions of higher education in the regions. Such designated libraries should receive appropriate compensation for serving a regional role.
2. That every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities. Therefore, the Regents recommend in principle that the guidelines developed by the Advisory Committee on Long Range Planning for Academic libraries in New York State become the standards for all academic libraries in the State. While interlibrary cooperation through the 3R's Systems and regionalism is encouraged, it is recognized that the effective use of the concept of shared resources and facilities will be eroded if individual institutions do not have basic resources and facilities on site.

3. That academic institutions provide special library instruction and counseling for students needing remediation.
4. That effective use be made of all media and instructional technology including the development of an information retrieval and dissemination system when such methodology serves program objectives.
5. That as joint curricular development evolves so should joint acquisitions programs be developed among institutions of higher education. This should be fostered through the ongoing joint acquisitions committees of the 3R's Systems.
6. That the State enact legislation in support of reference and research library service as recommended by the report of the Commissioner's Committee on Reference and Research Library Resources (1961) and the Major Recommendations of the Regents for Legislative Action, 1972. Such legislation would provide support for the 3R's Systems and for State level programs including research collection development, NYSILL, etc.
7. That--in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total library network of the State and of the key role the Library plays in the support of academic library service including the State University of New York, the City University of New York and the private colleges and universities of New York--the State increase its support for the Research Libraries of the New York Public Library to enable it to continue and to strengthen its support services such as catalog and other bibliographic assistance to the academic and research libraries of the State.

### Unit 3: Physical Facilities in Higher Education

This section (1) examines and describes existing physical facilities of higher education within New York State, (2) indicates planned physical facilities to be constructed by 1980, (3) evaluates the extent to which existing and planned physical facilities are adequate to meet the higher education needs by 1980, and (4) proposes means for more efficient

utilization of these facilities on a statewide basis. All higher education facilities are classified with respect to function, condition, and utilization to identify and correct in the most economical fashion any inequities in their present usage. This will allow enrollments projected for 1980 as a result of Regents policy decisions to be accommodated with a minimum of new construction -- an important issue in times of inflated bond rates, "tight" money and a future decline in the traditional college-age population.

#### Inventory of Existing Facilities

The State of New York, funded by a Federal grant,<sup>1</sup> undertook its first complete inventory of all existing facilities on all campuses of degree-granting institutions in fall 1967. Facilities data received from all 214 New York State institutions of higher education described all buildings in two types of categories: (a) Building Characteristics -- the number, name, history, design, characteristics, condition, cost of estimated value, and gross area of all buildings pertaining to higher education, and (b) Room Characteristics -- the specific room type (classroom, laboratory, office, etc.), the organizational unit which occupied the space (Instruction and Research, General Administrative, etc.), the function of the space, the number of stations in the room (where applicable), and the net usable square

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<sup>1</sup>Per Section 3 of the Higher Education Amendments of 1966 applied to the Higher Education Facilities Act of 1963 (U.S. Public Law 88-204).

footage contained within each room or space for all buildings listed on the Building Characteristics report form. Since the initial inventory, there have been annual updates supported by Federal funds.

Description - 1970

In the fall of 1970, the institutions of higher education in New York State occupied 153.6 million gross square feet of space valued at 4.3 billion dollars. Seventy-eight percent of the space was constructed between 1900 and 1967, 87 percent of the total facilities were deemed satisfactory by their owners, 10 percent were considered in need of rehabilitation, and 3 percent were described as needing to be razed. Of the 153.6 million gross square feet in 1970, 92 million, or 60 percent, were in the private sector and 61.6 million gross square feet, or 40 percent, were in the public sector.

A more meaningful measure for examination and analysis purposes is the net assignable square footage -- the usable floor area contained within building structures. In 1970, the total amount of net assignable square footage in colleges and universities of the State was 95 million square feet, or 61.8 percent of the 153.6 million gross square feet. Of this assignable footage, 60.5 percent, or 57.4 million net square feet, were in the private sector and 39.5 percent, or 37.5 million net square feet, were in the public sector. A comparison of these figures to the 1970 full-time equivalent enrollments<sup>1</sup> of the various sectors shows that, although the

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<sup>1</sup>Full-time equivalent enrollment is defined as full-time enrollment plus one-third of the part-time enrollment.

private institutions occupied 60.5 percent of the total net assignable square footage, they enrolled only 42.7 percent of the State's total full-time equivalent enrollment -- an imbalance which should be investigated before additional construction is undertaken.

#### Present Utilization of Facilities

Two approaches were used to determine the degree to which the higher education physical facilities are presently utilized in New York: (1) An examination was made of the overall net assignable space used by each sector in relation to its enrollment (which provided a gross indication of the utilization of overall space by sector), and (2) an examination was made of the utilization of the classroom space for each sector in relation to the space planning factor for classrooms as approved by the Regents in November 1970 as an amendment to the 1968 Regents Statewide Plan for the Expansion and Development of Higher Education.<sup>1</sup>

Classroom space was selected and examined in relation to the Regents-approved space factor<sup>2</sup> because it is considered the most essential in meeting the instructional needs of the students. While space factors have been developed and approved for some types of class laboratory, library, and academic office space, existing information does not permit comparable analyses for these uses; only classroom space factors can be meaningfully analyzed.

#### (a) Utilization of Overall Space

Net assignable space less residential space is first examined in relation to two enrollment measures: full-time equivalent (FTE) students and full-time students. Figure 3 shows the net assignable

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<sup>1</sup>See appendix E, p. 372.

<sup>2</sup>Classroom space factor = .89 net assignable square feet per weekly student hour.

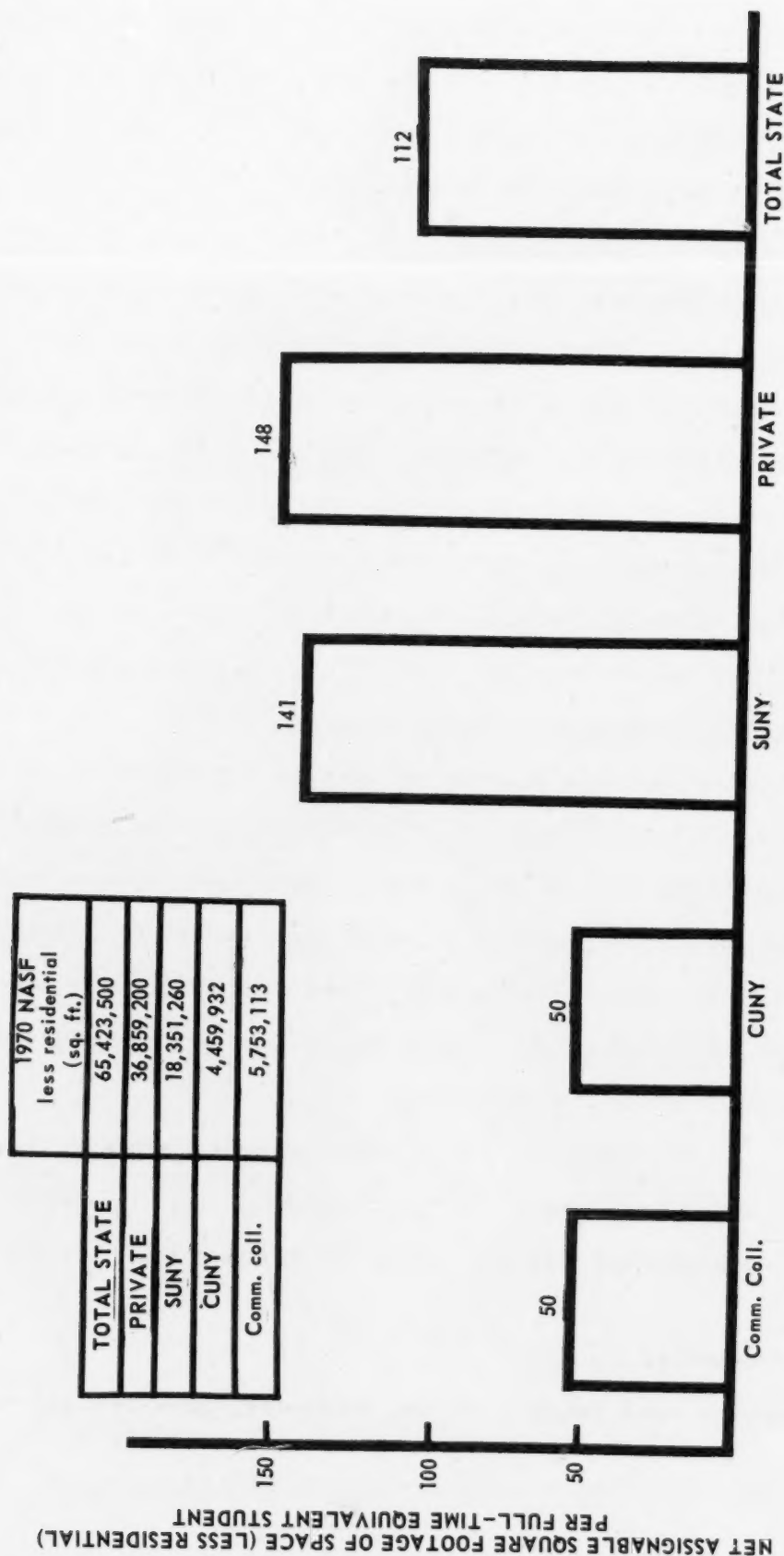


FIGURE 3, NET ASSIGNABLE SQUARE FOOTAGE OF SPACE (LESS RESIDENTIAL) PER FULL-TIME EQUIVALENT STUDENT BY CONTROL OF INSTITUTION, 1970.



space footage per full-time equivalent student for each sector. State University of New York and the private colleges operated at approximately the same levels, 141 and 148 NASF per FTE, respectively. City University, however, operated at only 50 NASF per FTE, approximately one-third of that at the State University and private institutions and equal to the community college level of 50 NASF/FTE. Clearly, measured in terms of full-time equivalent enrollment, there appears to be either a severe relative shortage of space at City University or underutilization in the other sectors.

Figure 4 depicts the same analysis relative to full-time enrollment. This is generated to examine utilization with the part-time student population factor removed. On this basis, State University and private institutions are again in the same utilization range, 157 to 170 NASF per full-time student while City University operates at 63 NASF per full-time student. Again, the relatively higher utilization of space at City University is evident.

(b) Utilization of Classroom Space

Classroom space is examined because of its absolute necessity in meeting the demands of student enrollments. The measure of evaluation used is the net assignable square footage of classroom space per weekly student hour in classrooms (the number of hours per week students are in a classroom). The space factor approved by the Regents for classroom space<sup>1</sup> was used as an overall measure

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<sup>1</sup>See appendix E, p. 372.

NET ASSIGNABLE SQUARE FOOTAGE OF SPACE (LESS RESIDENTIAL) PER FULL-TIME STUDENT

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|             | 1970 NASF<br>Less Residential<br>(Sq. Ft.) |
|-------------|--------------------------------------------|
| TOTAL STATE | 65,423,500                                 |
| PRIVATE     | 36,859,200                                 |
| SUNY        | 18,351,260                                 |
| CUNY        | 4,459,932                                  |
| Comm. Coll. | 5,753,113                                  |

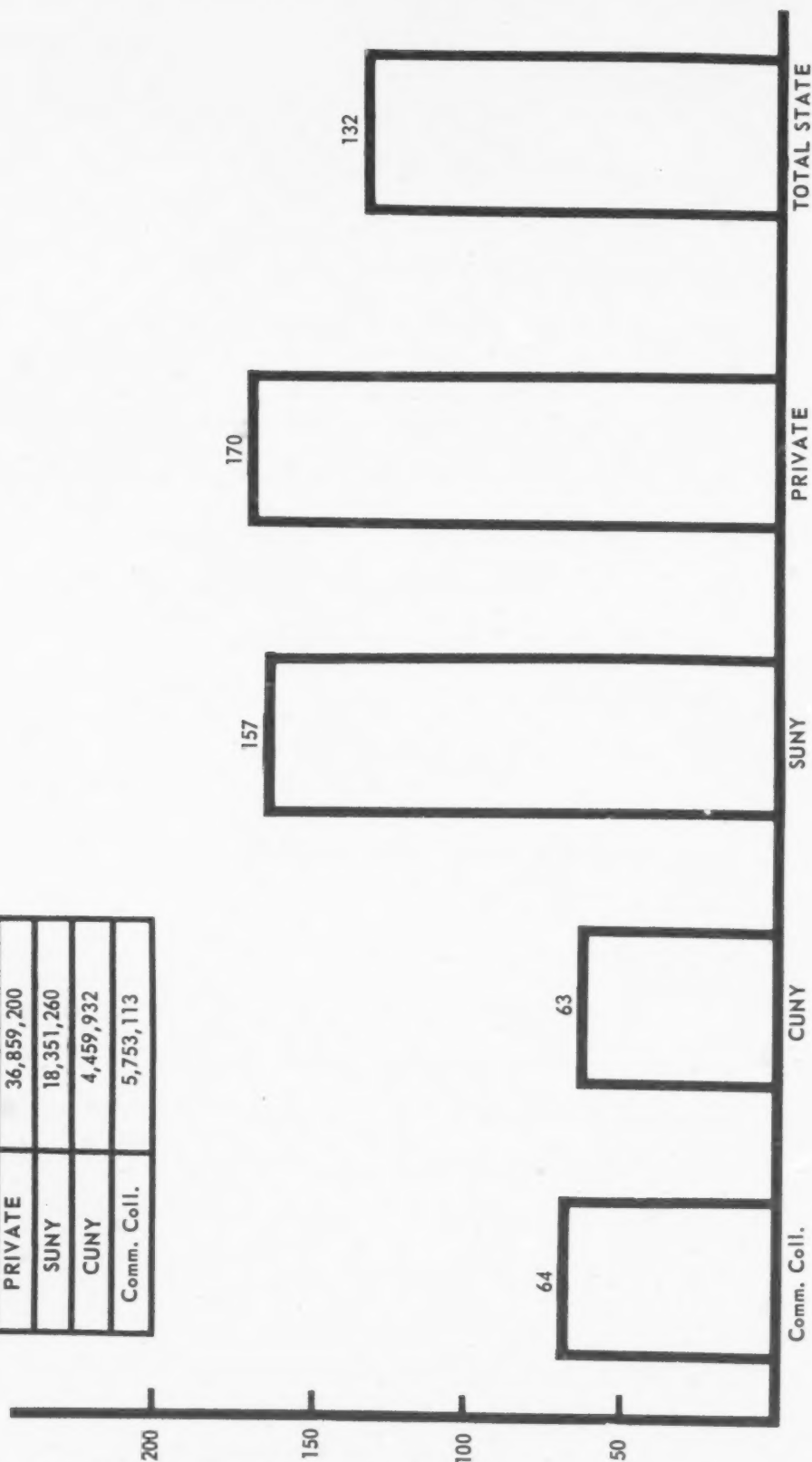


FIGURE 4, NET ASSIGNABLE SQUARE FOOTAGE OF SPACE (LESS RESIDENTIAL) PER FULL-TIME STUDENT BY CONTROL OF INSTITUTION, 1970.

of the adequacy of utilization of classroom space per sector. While this factor cannot be used as an absolute standard for analyzing the specific use made of classroom space, it does provide a useful tool for interpreting the utilization data gathered.

Figure 5 shows the net assignable square footage (NASF) of classroom space per weekly student hour (WSH) for each sector. State University, with .95 NASF per WSH, operates within reasonable ranges of the approved factor. In contrast, City University operates with .54 NASF per WSH, less than two-thirds of the approved factor. It is evident that overall space shortage at City University is in part due to the lack of adequate classroom space. In contrast to City University, the private institutions operate at a level of 1.32 NASF per WSH, 50 percent over the standard. If .89 NASF per WSH is an acceptable classroom utilization rate, these findings would seem to indicate that increased enrollment could be accommodated in private institutions without encountering overcrowding in classrooms. To further support this point, a survey of member institutions by the Commission on Independent Colleges and Universities reported that they had space for over 55,000 additional students<sup>1</sup> in fall 1972.<sup>2</sup>

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<sup>1</sup>Represents additional enrollment as defined by optimal space utilization. It assumes ideal distribution among academic levels (freshman, sophomore, etc.) and academic programs. The actual number of additional students which could be accommodated by the private sector in a single year (1972) is in reality constrained by program stability factors and thus the 55,000 students should be established as a goal with yearly distribution mechanisms to be developed.

<sup>2</sup>See appendix A, table 20 p. 364.

NET ASSIGNABLE SQUARE FOOTAGE OF SPACE IN CLASSROOMS PER WEEKLY STUDENT HOUR

|             | 1970 NASF<br>Classroom Space |
|-------------|------------------------------|
| TOTAL STATE | 7,589,600                    |
| PRIVATE     | 4,292,200                    |
| SUNY        | 1,599,100                    |
| CUNY        | 676,500                      |
| Comm. Coll. | 1,021,800                    |

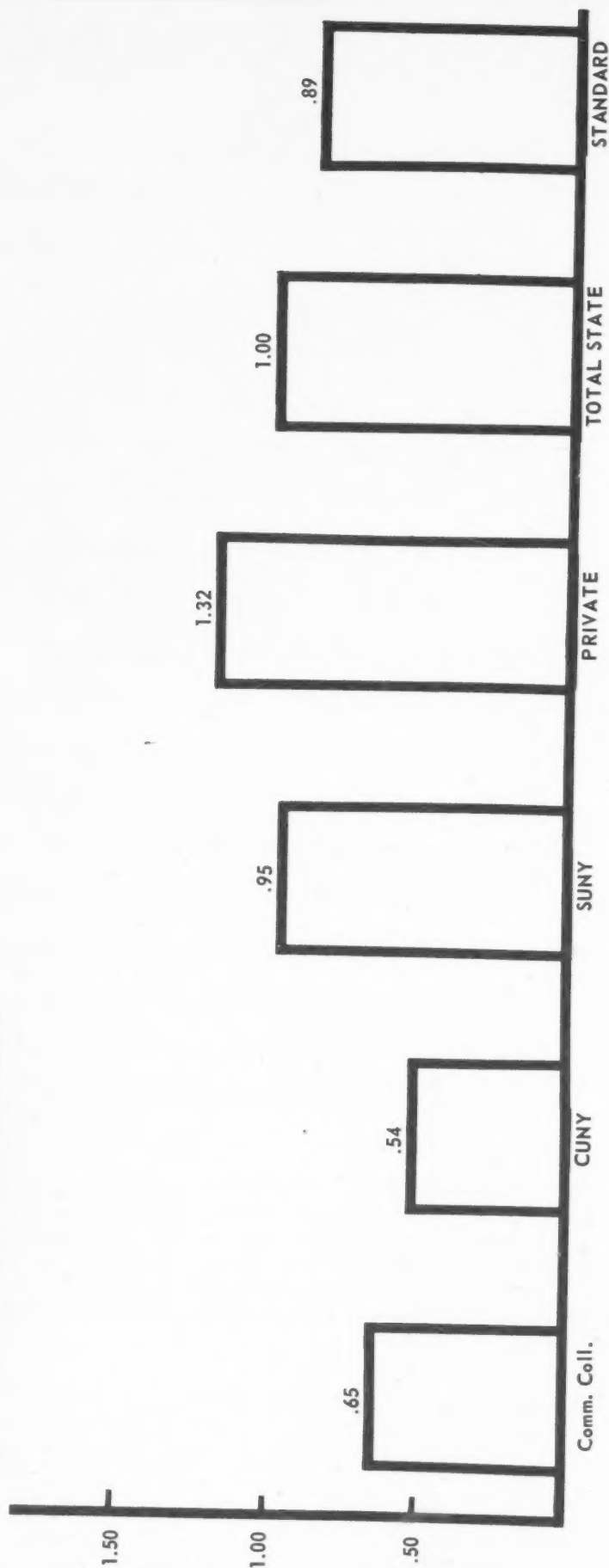


FIGURE 5, NET ASSIGNABLE SQUARE FOOTAGE OF SPACE IN CLASSROOMS PER WEEKLY STUDENT HOUR

(c) Utilization of Class Laboratory Space

The Regents Space Factors Committee has established planning standards for various kinds of class laboratories operated by higher education institutions in the State.<sup>1</sup> The standards development for a number of class laboratory types is still in process. Thus, a comparative examination will be made of the total amount of class laboratory net assignable square feet per weekly student hour in class laboratories for each sector (see figure 6). Although there is considerable individual variation between established factors and actual sector utilization rates, combining the class laboratory space into totals presents generally the overall situation as it existed in 1970.

The private sector, with 7.6 net assignable square feet per weekly student hour (WSH) in class laboratories, is 43.4 percent above the State average of 5.3 square feet per weekly student hour, indicating an underutilization of existing class lab space. The State University (with 4.5 net square feet per WSH), the City University (with 3.3 net square feet per WSH), and the community colleges (with 2.8 net square feet per WSH) are all well below the State average suggesting that the entire public sector has had to overutilize its existing class laboratory space.

Thus, imbalances exist with respect to class laboratory utilization among the sectors. To detail the inequities and to

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<sup>1</sup>

See appendix E, p. 372.

| 1970 CLASS LABS<br>(Net Sq. Ft.) |           |
|----------------------------------|-----------|
| TOTAL STATE                      | 9,228,900 |
| PRIVATE                          | 4,488,000 |
| SUNY                             | 2,813,300 |
| CUNY                             | 715,800   |
| Comm. Coll.                      | 1,211,800 |

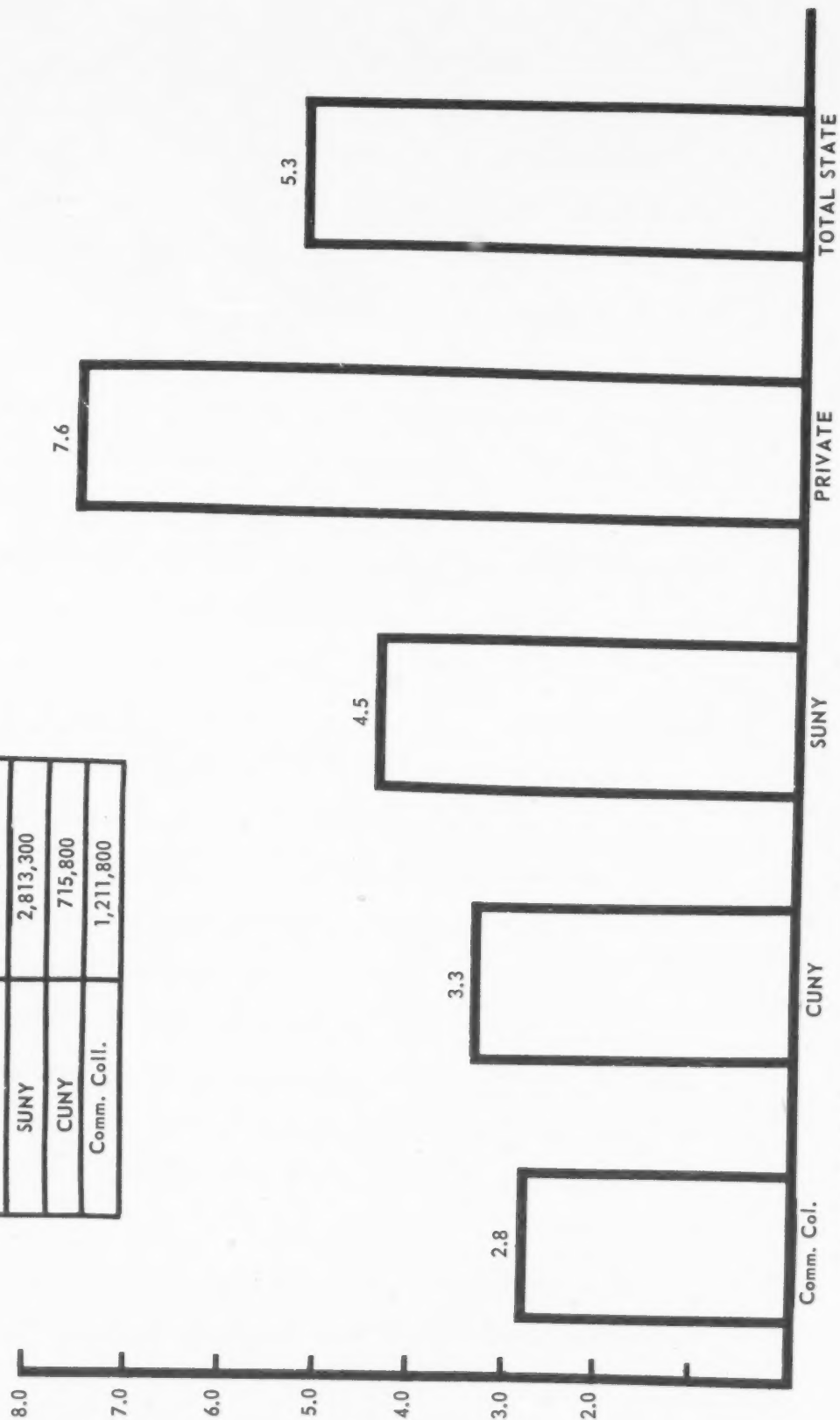


FIGURE 6, NET ASSIGNABLE SQUARE FOOTAGE OF SPACE IN COMBINED CLASS LABORATORIES PER WEEKLY STUDENT HOUR BY CONTROL OF INSTITUTION, 1970.



compare sector utilization to established space factor standards, significant amounts of data will need to be analyzed pertaining to class lab utilization by specific laboratory type (life science, behavioral sciences, etc.)

#### Planned Facilities

The initial information in this unit has provided descriptive data on existing facilities, especially classrooms. The data which follow provide information on planned facilities, many of which are already in the construction phase. The projections given here are limited to classroom net square footage and extend only through the 1975-76 academic year.

Classroom space projections are examined since they provide the best comparative measure of space utilization on a per student basis. While overall space needs will vary from campus to campus depending on the type and location of an institution, and the number and size of specialized facilities (gymnasiums, libraries, performing arts centers), all institutions share a common need for classroom space. Also, there is a clearly defined Regents planning standard for classroom space of .89 net assignable square feet (NASF) per weekly student hour (WSH) which can be compared to sector plans as a utilization standard.

#### Classrooms

##### 1. The State University State-Operated Institutions

The State-operated institutions are expected to increase their classroom net assignable square footage from 1.6 million square feet in 1970 to almost 2.1 million square feet in 1975, an increase of 31 percent. The classroom net assignable square

### 3. City University

By every measure of comparative space utilization described earlier, City University colleges have the least amount of space per student. In 1970, there were 675,000 net assignable square feet of classroom space for 70,600 full-time students, or approximately .64 NASF per weekly student hour. Because fiscal considerations constrain construction at City University colleges, and a 48.7 percent increase in full-time enrollments is expected between 1970-75, it is obvious that the classroom space will continue to be inadequate.

### 4. Private Institutions

Private institutions plan to expand their classroom net square footage from 4.3 million in 1970 to approximately 6.1 million in 1975, an increase of 41.9 percent.<sup>1</sup> The resulting NASF per WSH ratio will increase from 1.32 to 1.70. These utilization rates are far above the Regents standard (.89 classroom NASF per WSH) and would result in further underutilization of classroom space by private institutions.

## Evaluation of Overall Facilities Needs

### 1. The State University

The facilities which the State University has and is planning to construct appear to be reasonably well utilized, and therefore the Regents believe prudent the size and direction of the State University's construction program. The Regents hope, however, that

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<sup>1</sup>The estimates of 1975 net assignable space for the private sector were based upon an extensive sample of 101 institutions representing approximately 86 percent of the 1970 net assignable classroom space. To compare sector utilization of classroom space, the trends indicated by the expansion plans of the sample institutions were assumed for the overall sector.

footage (NASF) available per weekly student hour (WSH)<sup>1</sup> will increase from .95 to 99. This compares satisfactorily to the Regents standard for classroom space.

## 2. Community Colleges

The community colleges, excluding the New York City community colleges sponsored by the Board of Higher Education, are expected to increase classroom net assignable square footage from 875,000 in 1970 to an estimated 919,500 net square feet in 1975. The resulting net assignable square footage available per-weekly student hour will decrease from .76 to .74.

The community colleges sponsored by the Board of Higher Education in New York City had 314,000 net assignable square feet of classroom space in 1970 for 29,400 full-time students, or approximately .71 NASF per WSH. The facilities expansion plans of these institutions have historically been affected by funding constraints. A 1972 amendment to State law<sup>2</sup> provides a new funding mode for facilities construction through the City University Construction Fund/Dormitory Authority, the route now used for City University colleges. The quantitative (classroom square feet) implications of this funding change have yet to be determined, but the Regents expect that the \$400 million ceiling established by the Legislature will provide adequate facilities expansion for the expected student population.

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<sup>1</sup>Assumption: Full-time student = 15 weekly student hours.

<sup>2</sup>See Chapter 464, Laws of 1972, New York State.

the State University will continue to seek out ways to further improve space utilization such as extending course scheduling hours and revising the academic year, thus improving its position in a future of anticipated funding constraints.

2. The City University

In reviewing the facilities needs of The City University, the Regents note the recommendation of their New York City Regional Advisory Council calling for a controlled extension of the senior college construction program. For broad planning purposes, the Regents believe a goal of 12,500,000 total net assignable square feet, or 100 NASF/FTE is a reasonable parameter to use in describing the needs of the construction program. In reviewing individual senior college campus plans, the Regents will be guided by the overall parameter. Each campus plan will also be reviewed by the Regents in relation to the college's enrollment goals and academic purpose.

Notwithstanding the construction goals or the individual campus plans approvals, the Regents recognize that financial constraints will preclude The City University from authorizing more than \$520 million in senior college construction within the period ending June 30, 1976.

The Regents expect, therefore, that The City University will identify individual facilities priorities within these constraints:

(1) That overall space of the senior colleges not exceed 100 NASF per FTE student;

(2) That no construction take place unless authorized in campus master plans approved by the Regents and the Governor;

(3) That no more than \$520 million be authorized for senior college construction between July 1, 1972 and June 30, 1976.

The Regents also expect that the \$400 million funding ceiling established by the 1972 Legislature will be sufficient to meet the projected facilities needs of the community colleges in New York City sponsored by the New York City Board of Higher Education.

3. Private institutions

The Regents are cognizant of the need for private institutions to provide specialized facilities resulting in space utilization rates which are lower than the public sector. They believe, however, that the present expansion plans of private institutions are unrealistic in the light of present and proposed classroom utilization rates and the optimistic enrollment levels upon which the facilities plans are based. The Regents are concerned that the resulting debt service and maintenance burdens will draw needed funds from educational programs, and heavy plant maintenance commitments will threaten the survival of many of the institutions.

Currently, there are many areas of underutilization of space in this sector which must be remedied before new construction can be condoned. The Regents, therefore, urge that private institutions limit their construction to essential projects and recommend that trustees of these institutions approve only the most critical projects, regardless of whether they are financed by private donation or by subsidized borrowings.

### Conclusions

The conclusions drawn from this section are as follows:

1. The City University has substantially less physical facilities space per student than have the State University or the private institutions.
2. Private colleges, in comparison, have a substantial amount of underutilized classroom space.
3. If facilities construction plans for 1975 are carried through by the various sectors and the same student allocation trends exist through 1975 (with declining enrollments continuing in the private sector and increasing enrollments continuing in the public sector), the same inequitable patterns of facilities utilization among the sectors will continue to exist in the future.
4. Unless new mechanisms are developed for utilizing the higher education facilities that exist in the nonpublic sector in the State, there will be a pressing demand to add to the existing facilities in the public colleges to meet the educational demand expected by those who require education beyond high school.

### Recommendations

Based on the inventory data on physical facilities of higher education institutions in New York State and work done by the Space Factors Committee, the Regents recommend the following:

1. That comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost.
2. That the Space Factors Committee continue to develop space factors that can be used to assess the amount of space available in the State



to determine how it is utilized, and to assess proposals submitted for approval of new facilities.

3. That the Dormitory Authority exercise restraint in the authorization of new facilities construction in the nonpublic sector, especially if they expand capacity.
4. That the State University of New York seek out ways to further improve space utilization of its facilities including year-round academic calendars and conversion of unused dormitory space to faculty office or instructional space.
5. That The City University of New York identify individual senior college facilities priorities within these constraints:
  - (1) That overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student;
  - (2) That no construction take place which is not a part of a master plan approved by the Regents and the Governor; and
  - (3) That no more than \$520 million in new construction be authorized for senior college facilities expansion between July 1, 1972 and June 30, 1976.
6. That private collegiate institutions reexamine their facilities plans, investigate ways to increase space utilization (including year-round academic calendars and conversion of unused dormitory space), and limit construction to essential projects.
7. That a student allocation model be developed which will identify alternatives for reducing the disparities among sector space utilization rates.

#### Unit 4: Institutional Management

Higher education institutions can do much more than they have heretofore in improving the efficiency of their education programs. During the past decades of expansion, institutions concentrated their resources on meeting the increasing demand for educational services. Although meeting educational demands is still paramount, institutions in the next decade will survive or fail depending on their ability to manage effectively and to control costs. The Carnegie Commission has recently recommended a 20 percent reduction by 1980 in the total annual expenditures by colleges and universities.<sup>1</sup> If this goal is to be approached in an atmosphere of widening education options, skillful management at all levels will be necessary.

A comprehensive planning-management system is essential for effective and efficient operations, and each institution is strongly encouraged to establish such a system. Cost measurement and control systems must be key elements in the overall system. The Regents urge institutions to participate in the federally funded Planning Management System Program of the National Center for Higher Education Management Systems in order to guide their efforts in this area.

#### Faculty Productivity

While it is inappropriate for the Regents to design a measurement device or to specify performance standards for faculty productivity, they do believe increases in faculty credit hour and contact hour loads are essential. This will facilitate the control of salary expenses while providing education to more students.

Faculty productivity can be achieved without reducing educational quality. The Regents suggest several possibilities for consideration.

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<sup>1</sup>American Council on Education, Washington, D.C., Vol. XXI, No. 24, June 16, 1972.

1. The diversity of strengths of individual faculty members should be recognized by the institution. Management must recognize, within the context of its goals, a wider range of faculty talent and performance measurements rather than adjudicating solely on a basis of publication and research records. Uniform workloads which fail to differentiate among the varying responsibilities of different faculty members are both inequitable and wasteful. Faculty members whose primary commitment is to teaching should devote maximum time to this function, and should be relieved of pressures to produce research in order to qualify for promotion or tenure. On the other hand, faculty members who are research oriented, or who are expected to conduct research as a significant part of their function, should be allowed sufficient time for such activities. Institutions should seek to strike a balance among the number of faculty committed to consulting, teaching, research and institutional support activities. This should also apply to the distribution of individual faculty member's workload. Such a balance can be maintained through specific policies on recruiting, academic chair arrangements, tenure and the tenure-to-nontenure ratio, promotion, sabbaticals, research grants, and remuneration policies. Institutions should consider distinguishing between research professors and teaching professors and hold each accountable in terms of their appropriate contributions. The value to the institution of allowing and encouraging institutional support and consulting activities should be examined within the context of the institution's goals and resources.
2. More effective management of course scheduling and course offerings represents one of the most significant areas for increasing faculty productivity. While some courses need to be offered to small numbers of students, institutions should not schedule multiple sections of the same course with relatively small enrollments without a sound educational rationale. Institutions are encouraged to review course offerings and course schedules to minimize the number of sections that fail to attract adequate enrollments. They are further encouraged to eliminate programs of study which fail to attract sufficient enrollments to justify the breadth of courses required.

Through special agency arrangements or jointly sponsored programs, institutions should cooperate on a regional basis so they can offer programs in small enrollment fields to economic numbers of students.
3. Institutions are requested to recognize and accredit past learning gained through credits from other institutions, through independent study, or through work experience.
4. Institutions should identify and maintain a tenure-to-nontenure ratio that appropriately protects younger as well as more experienced faculty members and permits institutions to attract new faculty members each year without resulting in overstaffing.

5. Movement toward a full 12 month calendar, the restructuring of the length of objective-oriented courses around material content rather than around semester length and orientation around a full-day schedule are tactics that could be used in the more intensive employment of faculty skills and facilities.
6. The Regents urge institutions to devise and implement means of relating faculty productivity to faculty salaries so that costs tend to be stabilized at, or close to, current levels. The Regents look to higher staff-to-student ratios during this next decade.
7. They expect that efforts will be made to reduce the time needed to learn and thereby economize on student and faculty time. This could include the evaluation of innovative learning and teaching devices and methods.

#### Administrative Staff

Administrative staff should be distinguished from the instructional staff in terms of rights, talents, and responsibilities. A tenure system is designed to protect the academic freedom of instructional staff members and should not be subverted into a job protection system for administrators. The complexities and constraints of college management suggest the need for highly trained portfolio managers, facility coordinators, purchasing agents, financial officers, labor contract negotiators, and counselors.

Institutions should rely less upon teaching and research faculty as a valid labor pool for many administrative positions. While the faculty work year traditionally follows the academic calendar to permit time for research and professional study, the work year for administrators should follow the practice of administrators in other nonprofit institutions.

#### Facilities and Construction Needs

The units describing enrollment growth and physical facilities identify the need for restraint in new plant commitments. They identify under-utilization of physical plant in the private and some of the public sectors. This factor coupled with the high cost of building maintenance,

the increased indebtedness to fund construction, and the probability of the imposition of community service charges, has appreciably increased the per student cost of facilities.

Part of the responsibility rests with governments which have encouraged major facilities expansion during this past decade of rapid enrollment growth. Another portion of the responsibility rests with institutions which have concentrated their fund-raising activities on new construction rather than on endowment of educational programs.

The Regents urge that institutions seek to utilize their education plants more fully, defer new construction plans unless the plan is essential for continued operation, and shift fund-raising activities to programs supporting student and educational activities. Twelve month calendars, interinstitutional lease arrangements, the abandonment of inefficient facilities, multiple use arrangements and joint ownerships are all alternate tactics to be entertained.

#### Endowments and Noneducational Assets

Given the goals of the institution, especially as they pertain to the local community and to society, institutions should seek professional administrators who are qualified and oriented towards maximum profitability within an investment risk class. For institutions with smaller endowments and short-term investable funds, contracting for outside professional management should be considered.

As well as properly managing conventional securities, many real property assets should be properly treated as investments. Land, buildings, and residential properties that play no part in the realistic long-range plans of the institute should be measured against conventional standards of profitability. Maintenance costs should be charged to investment rather

than to facilities accounts. These assets should be included in calculating the desired balance between income and capital gains vehicles.

#### Equipment

Many efficiencies are feasible within educational regions with respect to the acquisition and maintenance of equipment. Shared use of expensive laboratory and computing equipment and interinstitutional scheduling for the use of movable equipment can become reasonable alternatives. Within the realities of geography and technology, joint ownership contracts could be authored. Interinstitutional telecommunications networks could be used for library access or for capitalizing on faculty skills and equipment. The State and regional educational managers have the responsibility for guiding the institutions toward funding agencies that will facilitate private-public cooperative agreements.

#### Students

An institution's student body represents one of its most important sources of funds, not only for tuition and for the inflow of State and Federal money that their attendance can stimulate but also for their later commitment as alumni. By establishing sound programs to aid students in applying for available funds, the institution cannot only ease the student's financial burden but can also alleviate the pressure on funded and nonfunded internal aid programs. Professional counseling and job placement staffs would do much to enhance student attitudes toward future fund requests.

Information systems should contain extensive regional and institutional submatrices to facilitate the evaluation of student characteristics, performance, and finances.



Aggressive tuition and fee payment policies would remove the institution from short-term student financing activities and accelerate the cash flows of investable funds.

#### State and Regional Level Management and the Private Sector

With the realization that the functions of the private and public educational sectors are essentially identical, the State must reorient its funding priorities. Specifically, a reallocation of resources at the State level is essential to the preservation and strengthening of the private sector.

While it may be reasonable to contend that students electing to study at a private institution should pay a premium for the option, it is apparent that "penalty" may be a more descriptive term for the future. If the Regents goal of affording each student the educational opportunity he needs and desires is to have substance, the excessive tuition differential will have to be lessened. Given a certain minimum level of education costs per student and a constant State budget, it is apparent that student-derived revenues must be adjusted to allow rechanneling of tax revenues. This redirection might include general and categorical institution aid and meaningful student aid.

While the maintenance of elements of the nonpublic sector is probably most contingent on realistic planning and management at the institutional level, the Regents and regional bodies must develop a pragmatic approach to the funding of institutions that cannot be economically maintained in a competitive posture. Rather than watch certain institutions slowly expire, with tremendous losses through the dissipation of faculty, books, equipment, and physical plant and with the sunk costs of present State and Federal aid, the Regents recommend that planned consolidation occur. Mechanisms for

evaluation of data and detection of failure patterns must be developed. By acknowledging the inevitable, smooth transfers of staff, faculty and assets can be planned and executed.

At the regional level there must be a consolidation of programs. This could range from designing programs with a common lower level core offered at several schools in a region and with upper level specialties offered only at one or two schools to the complete abandonment of high-cost, low-output programs at certain institutions. An institution must isolate those programs that are felt to be essential to the preservation of its unique character. Those that could feasibly be abandoned or offered jointly should come under strict review. A particular area of emphasis may be the balance between graduate and undergraduate programs guided by an appraisal of the relationship between program maintenance costs and the real benefits derived. The value of institutional prestige and the quality of the contribution to the field of knowledge must be examined. Knowledge of the regional pattern of programs and of the student population will aid in suggesting alternatives.

Realistic interinstitutional cooperative programs could provide higher quality education with greatly increased utilization of staff and equipment.

The Regents recommend that:

1. Institutions design faculty assessment and reward devices that will encourage the growth of a faculty mix appropriate to the goals of the school and to its resources.
2. Institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to preservation of a unique academic character.
3. Institutions seek out and implement new ways of increasing faculty productivity and lessening the time required for learning; institutions consider reorienting schedules around a twelve month year and around the material content of courses; and

that efforts be made to establish flexible devices for the recognition of nonconventional past learning. Institutions should have concrete steps in process in these areas for inclusion in the 1974 Progress Report.

4. Institutions critically review their administrative staffing and operational procedures to insure more efficient resource utilization with particular emphasis on facilities, equipment and noneducational assets.
5. The State recognize, with a resource reallocation, the contribution of the private sector in providing diverse types of educational opportunities; that the State take immediate steps towards lessening the differential in net costs to students of attendance at public and private colleges and universities.

Unit 5: Finance in Higher Education

(Tentative)

The fiscal crisis in higher education in the State is affecting every sector of higher education. Examples of this include: New York University and its engineering program, Polytechnic Institute of Brooklyn and its total operation, The City University of New York and its fiscal problems, the State University of New York and its drastically reduced budget, and a number of the community colleges.

If the State is to continue to operate a higher education program to meet the needs of students who demand higher and professional education, serious thinking and planning must be continued through the decade and new moneys must be found to alleviate the crisis.<sup>1</sup>

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<sup>1</sup> The Education Amendments of 1972 (PL92-318 ) has been enacted. None of the formulas relating to the student aid and institutional aid sections of the law have yet been determined so that the amount of aid likely to flow to higher education in New York State cannot be determined at this time.

The following subsections delineate the framework within which the financing of higher education in New York State must be considered. The first subsection presents the organizational structure, in fiscal terms, of the delivery system for providing higher education to the citizens of New York State. The second subsection describes the State's economy and the current fiscal condition of higher education in New York State. The third subsection projects the major cost categories for higher education to 1980. The fourth subsection identifies some of the current and future problems that confront higher education; and the fifth subsection presents recommendations for action.

1. Organizational Structure of New York State Higher Education

The organizational structure of New York State higher education is described in detail on page 377 of this document.

The public sector has two major university systems: the State University of New York and The City University of New York. The State University of New York must, in financial terms, be divided between the State-operated campuses (university centers, university colleges, health sciences centers, specialized colleges, and the agricultural and technical colleges) and the community colleges, which operate under the program of the State University but which are locally sponsored. The State-operated campuses are funded almost totally by the State purposes budget. In contrast, the community colleges are primarily the responsibility of the local sponsor. They receive aid from the State local assistance budget (1) at the rate of 33 1/3 percent of the operating costs approved by the State University trustees or (2) at the rate of 40 percent of approved operating costs if they are participating in the State University toward

full opportunity program. The local sponsor has the option to charge the student up to one-half of the sponsor's share of the cost in the form of tuition and fees. The other major public university system, the City University of New York, is primarily the financial responsibility of the City of New York. Under the provisions of the State Education Law, Section 6215, New York State must match the tax levy funds that New York City expends on behalf of The City University programs that are approved by the Regents.

The private sector consists of 134 independent colleges and universities chartered by the Regents. These private institutions must be subdivided, for analysis purposes, according to (1) whether they receive direct institutional support from public funds or (2) whether they receive only indirect aid in the form of scholar incentive and other student aid awards. At the present time, 75 private institutions receive direct State support under the terms of Article 129 of the Education Law. These institutions enroll approximately 90 percent of the students in the private sector. The institutions that are not eligible for State aid are sectarian in nature and enroll a limited clientele.

2. The State's Economy and the Current Financial Status of Higher Education in New York State

Any discussion of the financing of higher education must be placed within the framework of the economy in which it operates. New York's economy is a part of the overall economy of the United States and reflects most of the characteristics of the national economy. The State is, however, ahead of the Nation in its transition toward a service economy. Also, its fiscal operations represent a large portion of the national economy. The personal income of the State's population is approximately 11 percent of

the personal income of the Nation's population, even though only 9 percent of the national population resides in New York.

Another indication of the size of New York's economic activity is a comparison of its gross product, estimated at approximately \$110 billion in 1970. The State's gross product was larger than the gross national product of the United Kingdom (\$100 billion), Canada (\$82 billion), Scandinavia (\$60 billion), and Mexico (\$32 billion).<sup>1</sup>

In fiscal 1968-69, the sum of all New York taxes amounted to about 14 percent of the personal income of its population. As has been true throughout the Nation, local taxes have risen more rapidly than have State taxes and are ordinarily on a much more regressive basis in that they apply to a limited population segment i.e., property owners. With the tax rate of 14 percent of personal income, New York is second in the Nation on a basis of per capita taxation. In fiscal 1968-69, per capita taxes in New York State averaged \$291 paid to local governmental units.

Approximately \$10.5 billion in State and local tax revenues were collected in New York State during fiscal 1968-69. A total of \$531 million, or 5.1 percent of these funds, was appropriated for higher education operating purposes, with 7.6 percent, or \$402.7 million of State tax revenues, appropriated by the State government and 2.5 percent, or 128.3 million, appropriated as local tax revenues.

Philanthropic support for higher education has declined in recent years, despite determined institutional fund raising drives. Major foundations have shifted grant awards to other areas, private corporations

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<sup>1</sup> New York State, Council of Economic Advisory, Annual Report: 1971, New York: The Council, n.d., p. 11.



have never been strong contributors to education, and wealthy individuals have found other causes to support. The general uncertainty of the economy in recent years has brought about a reluctance to make charitable donations to any cause, and particularly to agencies that may have access to public funds.

The following subunit examines the sources of revenues and expenditures for all sectors of higher education in this State for fiscal 1968-69 and 1969-70. Little discussion is given on capital revenues and capital expenditures, since capital construction is practically completed for the present decade, except for City University. The main portion of the discussion deals with operating revenues and expenditures.

A review of total current revenues and current expenditures for all higher education institutions in New York State for the most recent fiscal years available, 1969 and 1970, indicates an operating surplus for each year -- \$6.9 million in 1969 and \$27 million in 1970. This type of review is, however, not satisfactory for New York State; each sector of higher education must be explored i.e., The City University, The State University community colleges, and the private sector.

Tables 13 and 14 present current revenue and expenditure data for all sectors of higher education in the State.<sup>1</sup> Among the important items disclosed by these tables are the following:

- (1) The public universities systems in 1970 had sizable nonvesting surpluses imposed by expenditure ceilings (State University \$22.4 million, City University \$18.8 million).<sup>2</sup>

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<sup>1</sup> See appendix A, table 21, p. 365 , and table 22, p. 366.

<sup>2</sup> These are nonvesting surpluses imposed by expenditure ceilings set by the State Legislature.

- (2) The private sector in 1970 had a sizable operating deficit -- \$14.4 million.
- (3) The community colleges of the State in both 1969 and 1970 operated on a relatively break-even basis.
- (4) Revenue growth (1970 versus 1969) was considerably more rapid in the public sector than in the private.<sup>1</sup>
- (5) Of approximately \$2.3 billion current expenditures in fiscal 1970, 63 percent, or \$1.4 billion, were expended by the private sector of higher education.
- (6) Unfunded student aid in the private sector totaled \$40.2 million in 1969 and \$49.8 million in 1970.
- (7) Expenditure growth (1970 versus 1969) of the large public sectors (State University and City University) was approximately 7 percent lower than that of the private sector, 13 percent versus 20 percent.
- (8) Tuition and sponsored research revenues in 1970 represented 49 percent of the total current revenues in the private sector, 9 percent at State University, and 13 percent at City University.

In summary, it should be noted that the current system of higher education in New York State is heavily dependent on the private sector (see 5 above) and that this sector is in financial difficulty. The public sector is also in financial difficulty because it has not been able to obtain from the State Legislature the funds deemed necessary to allow growth as programmed and approved in The City University's and the State University's 1968 master plans and in subsequent revisions.

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<sup>1</sup>

See appendix A, table 22, p. 386.

### 3. Anticipated 1980 Costs by Major Category

The fall 1969 full-time equivalent (FTE) higher education enrollment of 538,446 FTE's is projected to increase 60 percent to 859,200 FTE's for 1980-81. Serious consideration must be given to the costs of providing the opportunity for such a large segment of the population seeking to obtain higher education.

The following data project New York State higher education operating costs per student for 1969 to 1980 (and include an inflationary factor of 3 percent annually). They indicate an increase of approximately \$2.3 billion, or 121 percent.

#### Higher Education Operating Expenditures (000 omitted)

|                       | <u>1969 Actual</u> | <u>1980 Est.</u> | <u>Increase</u> |
|-----------------------|--------------------|------------------|-----------------|
| Education and General | \$1,631,062        | \$3,601,342      | \$1,970,280     |
| Student Aid           | 98,291             | 217,023          | 118,732         |
| Auxiliary Enterprise  | <u>185,999</u>     | <u>410,680</u>   | <u>224,681</u>  |
| Totals                | \$1,915,352        | \$4,229,045      | \$2,313,693     |

The largest factor in instructional costs (a subcategory of education and general costs) is faculty salary. This cost has been estimated to be in excess of 50 percent of an institution's instructional budget.<sup>1</sup> A study is needed to analyze instructional costs in the State's higher education by student enrollment levels and credit-hour costs by departments (in relation to faculty salary expended upon each particular course), using average class enrollments and average salaries by level of course taught.

<sup>1</sup>Glenn E. Reeling and Harry S. Lejda, "An Analysis of Faculty Salaries as an Instructional Cost Factor," Jersey City, New Jersey: Office of Institutional Research, Jersey City State College, February 1972, p. 1.

Until this is done, there will be much debate over the cost of instruction, the financial crisis faced by many institutions, and the difficulties involved in financing higher education.

Institutions of higher education in New York State have not been able to record costs of instruction and departmental research by level (lower division, upper division, graduate). Until now, the data are recorded by each institution in aggregate form only. To examine costs by levels of instruction, however, use was made of data gained from several research studies carried out in this area by other states.<sup>1</sup> These data provided a basis for (1) converting actual expenditures for instruction and departmental research for fiscal 1969-70 to a cost per FTE student by sector and level (public and private, upper and lower division, and graduate) and (2) projecting these unit cost figures to 1980. This estimation includes an inflationary factor of 3 percent annually, which results in total 1980 unit cost figures. When these cost figures are applied to the projected 1980 FTE enrollment, they produce the following projected costs for instruction and departmental research in that year.

Projected 1980 Instruction and Departmental Research Costs

| <u>Level</u> | <u>Public</u>             | <u>Private</u>                      | <u>Total</u>    |
|--------------|---------------------------|-------------------------------------|-----------------|
|              | <u>Community Colleges</u> | <u>Colleges &amp; Univ. Centers</u> |                 |
| Lower Div.   | \$193,837,700             | \$149,044,800                       | \$ 484,404,600  |
| Upper Div.   |                           | 358,089,500                         | 188,207,500     |
| Graduate     |                           | 232,963,000                         | 291,817,800     |
| Total        | \$193,837,700             | \$740,097,300                       | \$621,547,400   |
|              |                           |                                     | \$1,555,482,400 |

<sup>1</sup> Florida, Michigan, Tennessee, and Wisconsin. See appendix J for full reference.

Where studies have been made for the cost of instruction by level (lower division, upper division, and graduate), a median percent for the lower division (including community colleges) was around 30 percent of the instructional budget; the upper division median was about 34 percent; and the graduate division median was about 36 percent.

Unfunded student aid, which totaled \$40.2 million in 1969, will approximate \$91.0 million when projected to 1980. This area of costs represents a significant problem to the private sector of higher education in New York State, since \$33.9 million, or 84 percent of the 1969 unfunded student aid, was in this sector.

#### 4. Current and Future Problems

Most problems in the financing of higher education expected for the remainder of the decade are already present in the operation of the institutions. Among those which are immediately apparent are:

1. Student Aid. Unfunded student aid in the private sector is the chief deficit-producing expenditure of these institutions. Little is known about the causes of this deficit; it is far too simplistic an answer to say that tuition rates are too high and have become self-defeating in their attempts to generate more revenue.
2. Debt Service. Presently existing commitments for the retirement of debt are known. They are, in some cases, too high for existing sources of revenue to cover and present problems that must be solved on a recurring basis.
3. Sponsored Research. While no institution has shown a profit from conducting sponsored research, many have invested heavily in faculty and graduate students on the basis of such grants. With the national withdrawal from commitment to research and development activities, many institutions have been left with the moral commitment to continue to support these faculty and students.
4. Accountability. Fundamental to the future of higher education is the demonstration of what is actually achieved by the expenditures. Without the capability to clearly show what is being achieved, higher education as it has been known will cease to exist.

## 5. Recommendations

In light of the foregoing, the Regents recommend that the following actions be taken:

1. Every institution in the State join with the Regents to conduct a comprehensive study of the volume and cost of higher education.
2. A continuing effort be made to have the Federal Government extend its financial support of higher education in accord with the principles of the Education Amendments of 1972 and the Regents 1968 Master Plan recommendations (Nos. 3, 4, and 5).
3. Consideration be given to, and a study undertaken of the possibilities of funding all public higher education entirely through the State (including Federal funds channeled to New York) to relieve demands on local governmental authorities.
4. Continuing evaluation of student aid programs and of the clientele to be served by these programs be carried on and recommendations for State and Federal action be submitted on an annual basis.

### SECTION 3: To Regionalize for Maximum Efficiency

#### Unit 1: The Concept and Implications

New York's public and private colleges and universities are under pressure to provide increasingly varied opportunities for post-secondary education to a greater number of students at a time when costs are rising at a much higher rate than either government or private financial aid.

Three possible solutions exist: (1) permit a relative decline in educational opportunity available for a growing and increasingly diverse service population; (2) transfer a greater share of the burden to public institutions on the basis of full public support; or (3) find ways to use all resources, public and private, in an integrated fashion. Regionalism represents an effort to achieve the third alternative.

This section describes (1) the background of regional relationships; (2) the emerging concept of regionalism in the State; (3) steps for the development of regionalism; (4) objectives and principles; (5) problems



to be overcome; (6) guidelines for regionalism; and (7) a summary of activities in three experimental regions; New York City, the Northeast, and Genesee Valley.

#### Background of Regional Relationships

Interinstitutional cooperation has a long history in New York. Although many of the resulting relationships have been modest in scope involving informal and voluntary associations concerning specific activities of secondary importance, they have helped to create a favorable climate for regional arrangements.

A group of institutions in New York City received a Regents charter as the Council for Higher Education in New York City in 1958. A second consortium, the College Center of the Finger Lakes, was organized in 1961. More recently, with Regents encouragement, consortia have been developed in Rochester, Buffalo, the Mid-Hudson Valley, Brooklyn, the Capital District, and the St. Lawrence Valley. These consortia, many of which employ full-time directors, show promise of sponsoring regional planning and operating programs that will assist the development of the regionalism concept presented here.

The 1969 Legislature showed interest in fostering regional relationships among other higher education institutions by amending the State Education Law to permit the creation of Regional College Cooperative Service Boards. During the 1971 legislative session, the chairman of the Joint Legislative Committee on Higher Education introduced legislation which would have established regional councils for higher education planning. The legislation, while not reported out of committee, was a focus for study and discussion. The 1972 Legislature amended that section of the State Education Law pertaining to the powers of the trustees of the State

University of New York to include, "The promotion of and participation in . . ." interinstitutional arrangements for cooperative resource usage on a regional basis, thus expanding the role of the State University trustees to include regional activity. Similar powers were added to those given to the trustees of community colleges by the Education Law.

During the 1971-72 year, the Regents and State Education Department staff members as their agents worked with institutional representatives to promote a wide range of developmental regional activities. Forums for policy level discussion of regionalism were provided at the Regents annual Trustees Conference in February and at meetings sponsored by both public and private institutions across the State.

#### The Emerging Concept of Regionalism

The concept of regionalism which has emerged proposes that the State Education Department, in conjunction with the public and private sectors, seek to develop programs to utilize all resources of public and private institutions of higher education on a regional basis, where feasible, to meet individual and societal needs within the State. The process is characterized by a variety of activities aimed at using all institutions in the planning, coordination, and operation of activities directed toward strengthening educational programs; broadening opportunity; and achieving fiscal efficiency at all post-secondary levels.

Commitment by higher education institutions to the concept of regionalism was emphasized by resolutions passed by the Executive Committee of the Association of Colleges and Universities of the State of New York (ACUSNY) and approved in principle by the full membership in September 1971.<sup>1</sup> It was resolved by ACUSNY that all public and private higher

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<sup>1</sup>See appendix F, p. 375.

education resources of the State be considered as a single resource committed to the goal of meeting the higher education needs of the State, with emphasis placed on both regional planning and regional operational activities.

In October 1971, the Regents approved in principle the development of a plan for regional relationships among institutions of higher learning. Thereafter, at their January 1972 meeting, the Regents incorporated in a position paper on the financing of higher education a section on regional relationships expressing long-term goals and general policy.<sup>1</sup>

The map in figure 7 defines eight regions drawn up by the State Education Department in consultation with the higher education community. In developing the boundaries of these regions, care has been taken to build upon the 13 regions generated by the Office of Planning Services as mandated by Governor Rockefeller in Executive Order No. 44, February 1, 1971, providing for comprehensive planning and development regions for New York State. In drawing the regional boundaries, the State Education Department staff sought to incorporate into each region the following characteristics: enrollments which would form efficient educational groupings; a range of institutions offering full program coverage from 2-year institutions through universities; and the availability of doctoral programs in several fields.

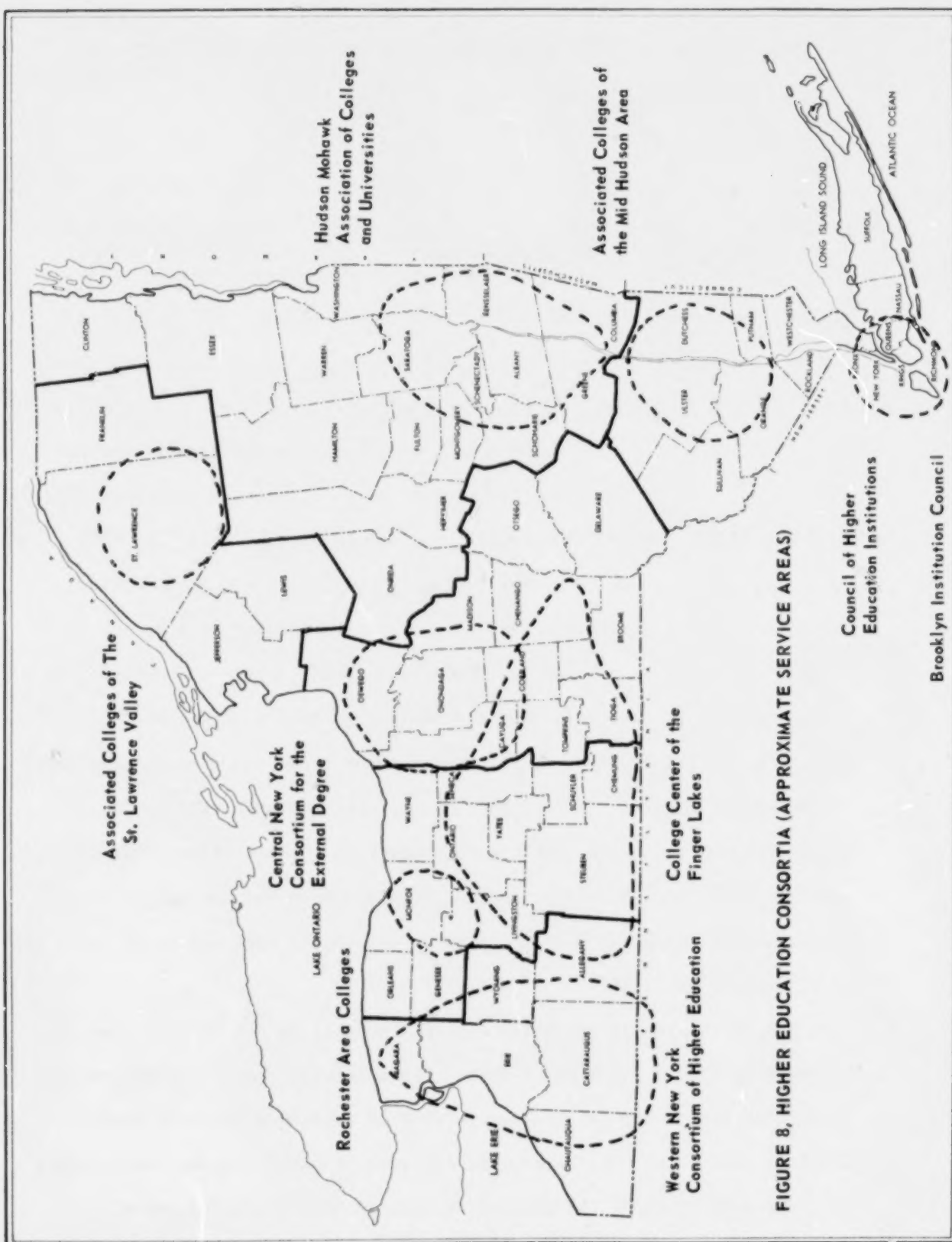
In each of the eight regions there exists one or more operating consortium.

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<sup>1</sup> Financing Higher Education Needs in the Decade Ahead, A Statement of Policy and Proposed Action By the Regents of the University of the State of New York, Albany, New York: New York State Education Department, January 1972, pp. 24-25.



FIGURE 7, HIGHER EDUCATION REGIONS OF THE BOARD OF REGENTS





The Regents will continue to encourage existing consortia to serve as nuclei for regional planning and organization. The map in figure 8 illustrates such centers of possible growth.

It is likely that in doctoral education and in certain professional fields the designated region will not be relevant. The number and character of medical schools in the State, for example, may make it appropriate to consider the entire State as the region; the same is true for engineering schools and certain other graduate and professional areas.

#### Steps for the Development of Regionalism

The period from 1972 to 1974 will serve as a time for pilot program development involving testing and evaluation in a selected number of regions. It is anticipated that the emphasis and techniques used will vary with local initiative and resources. During the pilot period, experiments based on problems and activities related to a particular region, are expected to develop patterns for planning, coordination, and operation. These experiments will help identify means that may be appropriate in providing for the eventual exercise of responsibility on a continuing basis at the regional level. During the pilot phase, emphasis will be on broad participation of the institutions in shaping the nature of regional activities. The resulting range of models should provide a base for the establishment of operational programs during the phase of general application of regionalism to be started after 1974.

The first step in the pilot regional process is a formal request to the Regents from a majority of institutions in that region for designation as a pilot region and for the appointment of a Regents Advisory Council. Councils consist of chief executive officers of participating institutions and representatives of the general public. A council is charged with



assessing local needs, inventorying resources, providing measures for exchange and evaluation of institutional plans, identifying areas of potential development for task force study, and exploring the structures and policies appropriate for regional activity. The council's objective is to present to the Regents, in 1 to 2 years, a plan for regional relationships reflecting participation of all interested institutions in the area. Plans are expected to include reference to joint planning, coordination, and selected operating activities.

During the pilot period, each Regional Advisory Council will be charged by the Regents to explore and comment upon the practicality of a permanent regional body performing these functions, debating whether it should be a committee, council, or board; what relationships it should have to existing policy bodies both public and private; and what authority might be required to exercise the responsibility it would accept.

#### Objectives and Principles

Regional plans will have meaning only if they lead to significant activities and specific results. Some anticipated characteristics of the process of regional development follow:

#### Planning

1. Comprehensive regional planning might involve the following activities and results:
  - a. Activities
    - (1) Assessment of regional needs;
    - (2) Inventory of the region's resources in terms of facilities, faculty, educational programs, and unused capacity;
    - (3) Determination of the appropriate roles and levels of participation by private and public institutions in meeting the total needs of the region;

- (4) Exchange of institutional plans;
- (5) Reports of task forces and development of proposals for regional relationships among institutions or groups of institutions.

b. Results

- (1) Integrated use of public and private institutions as a single resource for meeting the post-secondary education needs of the region;
  - (2) Use of such noncollegiate resources as industrial training programs, public libraries, hospitals, museums, and cultural organizations in meeting regional post-secondary education needs;
  - (3) Providing all high school graduates, or the equivalent, programs of the highest possible quality appropriate to the needs of the region.
2. Establishment of mechanisms to consider and develop recommendations for new programs, facilities, and institutional relationships.
  3. Review of the surplus facilities of the private sector of the region, and design of financial arrangements for their use in meeting the commitments of the public sector to open admissions and full opportunity.

Coordination

1. Program Offerings

- a. Development of a cross-registration system among institutions to expand the range of curricular alternatives.
- b. Coordination of both internal and external degree programs among institutions through interinstitutional acceptance of academic credits.
- c. Attainment of an agreement among institutions in regard to areas of academic program specialization with appropriate consideration of regional needs, the relative strengths of the institutions, and the views of various interest groups of the region.
- d. Consolidation of masters and doctoral programs in fields of limited demand to reduce operating deficits and to improve quality of instruction.

- e. Consolidation of certain specialized first-professional programs for efficiency and quality along with, in some cases, program restructuring and geographical relocation.

#### Operations

##### 1. Facilities

- a. Utilization of special resources such as dormitories, physical education space, health services, and libraries.
- b. Design or adaptation of expensive technological systems (e.g., computers, document transmission facilities, and television facilities) for multi-institutional use.

##### 2. Program-Related

- a. Joint sponsorship of courses, programs, and degrees.
- b. Application of available technology to the problems of transportation of students, transmission of materials, recordkeeping, and remote transmission of instruction.
- c. Joint responsibility for community needs through educational service programs.

#### Problems To Be Overcome

##### 1. Funding

The major difficulty will be in finding staff and money to make it possible for each Advisory Council, and for the State Education Department, on behalf of the Regents, to collect the data, assess the possibilities, arrange the negotiations, and provide the services and day-to-day support necessary to develop and encourage practical programs of planning and operation. To meet this funding problem the Regents are submitting a 1973-74 budget request for \$500,000 to support the development of regional relationships. Of this sum, \$450,000 would be apportioned in relation to the full-time enrollment in a region, with a minimal grant of \$100,000. It is expected that grants would be made on application to participating regions. The remaining \$50,000 would be set aside for support staff in the Education Department.

Cooperation among both public and private institutions may require modifications in existing legislation and educational policies. One example exists with regard to approval for public institutions to pay membership fees to a chartered consortium which provides benefits for students in both private and public institutions. State institutions have been prohibited from taking part in joint contracting with private schools. Also complex is the problem posed by the so-called Blaine Amendment to the State Constitution (article XI, section 3) which prohibits using public funds in connection with religiously affiliated institutions. This has implications whenever a religiously affiliated school institution is a member of a regional agency which includes both public and private institutions. These problems have at least been partially overcome by the passage of legislation in 1972 authorizing fiscal participation of public institutions in cooperative activities. Further clarification of the adequacy of the new law will be required in the light of experience.

## 2. Calendar Coordination

If an active sharing of educational resources is to be developed, for example, in joint programs or cross-registration of students from one campus to another, a matter as simple as varying academic calendars will present a problem. If there are rigid patterns of class attendance, the problem could cause difficulty. But if students are advised of calendar variations and are held responsible for attendance, mastery of instructional material, and participation in examinations, the resulting flexibility will allow wide cross-enrollment participation without the sometimes sensitive negotiation of a uniform calendar.

### 3. Regional Boundaries

Although regional boundaries have already been adopted (as proposed in the Governor's Executive Order of February 1971), it must be recognized that these boundaries will not apply rigidly to every academic level. Examples are the health, hospital planning, elementary/secondary education, and library fields.

### 4. Tradition

Universities and colleges are among the most stable of human organizations and while this stability represents strength during times of social and political crisis, it also serves as a barrier to innovation and change. This tradition has in recent years been compounded by a growing rigidity in matters such as faculty tenure, workload, conditions of employment, and legal recourse, all of which will affect any interinstitutional arrangements.

### 5. Autonomy

One of the most difficult problems will be to devise organizations that will allow for the collective role of individual institutions (both public and private and varying in size and objectives) in planning, coordination, and joint operation. Such an organization must harmonize with the long-range goals and objectives of the boards of trustees of individual private colleges, the boards of trustees of the public university systems, and the Board of Regents.

### Guidelines for Regionalism

The following regional development guidelines have been generated by the State Education Department in cooperation with the various sectors of the higher education community:

1. Regional advisory councils will continue to be established at the initiative of the institutions in the individual regions.
2. Regional advisory councils will be responsible for the selection of their own staffs and for the definition of their agenda in terms of needs identified within the regions.
3. The State Education Department will seek the advice and counsel of regional councils with respect to planning decisions that are the responsibility of the Regents with advice of the Department.
4. The regional council's primary responsibility is for planning and coordination, with the specific pattern for regional operations to be determined on a case-by-case basis and to be consistent with its objectives.

The Regents believe that continued efforts at regional development by the various sectors of higher education in the State should follow these guidelines.

#### Unit 2: New York City: A Pilot Project

In September 1971, the Regents of The University of the State of New York designated the five boroughs of The City of New York as a pilot planning region for higher education, and created the first Regents Regional Advisory Council. The council is an 18 member board which includes seven representatives from public institutions, nine members from private institutions, and two public-at-large representatives. The council was charged with the development of a report to be submitted to the Board of Regents in June 1972. The council accepted as its task a survey of the human, program, fiscal, and physical resources of higher education institutions in New York City. It also proposed to list specific regional problems (especially in the area of admissions, counseling and guidance, data collection, facilities, finances, and programs). The council also planned to recommend mechanisms and structures which would lead to a greater sharing of all institutional resources in the metropolitan region.



In November 1971, the Regents advisory council on New York City Higher Education Regional Planning appointed five task forces: the Full Utilization of Resources; Libraries and Major Facilities; Professional Programs; Graduate Programs; and Cooperative Programs for the Disadvantaged. These task forces met frequently from December 1971 to March 1972 to prepare their reports for the council. The council's report<sup>1</sup> was submitted in June 1972 in compliance with their charge and was commented upon favorably in July 1972 by the Regents.

The following Regents comments will be used for the future development of the project.

The Regents approved the council's major recommendation which calls for the creation of a permanent New York City Regional Coordinating Council for Post-Secondary Education. This would assume responsibility for coordinating future regional planning for cooperative activities in the New York City post-secondary community and for representing and reporting the needs of this community to the Regents and other agencies.

A second major proposal of the council approved by the Regents would set up a permanent coordinated admissions program for New York City that would facilitate the most efficient use of institutional resources commensurate with student desires and needs. This is essential, the Regents state, if further deterioration of private institution's enrollment is to be prevented and extensive overcrowding in The City University is not to be aggravated. The coordinated admissions program office would also provide counseling and guidance services, as well as general information about program offerings throughout the region.

A related recommendation of the council for the transfer of some low-income students from the senior colleges of CUNY to cooperating private

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<sup>1</sup>A Regional Plan for Higher Education: A Report from New York City, Regents Advisory Council, New York City, June 9, 1972.

institutions which are not fully utilizing their facilities is still being reviewed by the Regents.

A third major recommendation approved by the Regents would create a center for lifelong learning programs which would, among other things, inventory existing post-secondary collegiate and noncollegiate nondegree programs and courses.

The Regents believe that the development of such a center would provide a clearinghouse for information about educational programs for lifelong learning and would serve as a guidance, counseling, and referral center and as a catalyst for the development of cooperative programs to meet regional needs.

Other recommendations of the council approved by the Regents include:

- (1) Strengthening of inservice and professional training programs for counsellors and cooperative relationships for counseling between the colleges and universities and the board of education.
- (2) Development of a central data bank under the council.
- (3) A space-available-inventory to help achieve maximum utilization of all facilities, as one function of the data bank.
- (4) Encouragement of continuing education programs for library personnel.
- (5) Development of appropriate arrangements for cooperative programs to eliminate duplication and provide enrichment.

The Regents requested the council to study further and offer appropriate proposals related to the following recommendations:

- (1) That planning be done for the support of central facilities for laboratory and research equipment, and other limited resources.
- (2) That further attention be given to practical means of providing access, for graduate students and faculty, to research collections on a full cost-recovery basis.

- (3) That careful study of more intensive use of the special and expensive facilities necessary for television broadcasting and for computers be undertaken.

The Regents approved the recommendation that individual institutions, working with the advisory council, continue to develop the following proposals:

- (1) That policies be modified to permit expanded opportunities for cross-registration.
- (2) That new educational patterns for more rapid opportunity for social and economic mobility be explored, including undergraduate "mini-career" work-study programs, life-long retraining programs of various durations and levels, and post-secondary independent study programs.
- (3) That subregional consortia, to include public and private colleges and universities in geographical proximity, as well as high schools and other appropriate educational programs and agencies, be developed.

The Regents will include in their legislative or budgetary program:

- (a) That adequate funding for the support of Regional Coordinating Council activities be provided through State sources, and that such a council be free to seek funds from other public and private sources;
- (b) That the current freeze on construction for the public higher education institutions be removed, and that the goal of 100 net assignable square feet per full-time equivalent student be supported as reasonable for City University. The Regents note that the recent action of Governor Rockefeller in approving a priority list for construction in the amount of \$520 million will permit progress toward this goal. The Regents further will support continuing attention to the construction program to promote additional progress.

The Regents have under consideration for inclusion in their legislative and budgetary program the following proposals:

- (a) That the scholar incentive program be adjusted to cover part-time students and to allow for the economic reality of geographical situation;
- (b) That per capita aid to private schools of engineering be provided on condition that long-range plans for financial stability be developed during 1973-74;

- (c) That institutional tuition differentials for students requiring remedial services during the first two post-secondary years be provided.

Unit 3: Other Pilot Regions

a. The Northeastern Region

As a result of interest shown by several colleges and universities of the Northeastern Region and on the part of the Hudson-Mohawk Association of Colleges and Universities, a poll was taken late in 1971 of all institutions of the Northeast to determine their degree of interest in, and willingness to participate in, a formally recognized pilot region. Polling was done by the State University for the public institutions and by the State Education Department for the private institutions. Results overwhelmingly favored pilot region status, although a small number of colleges elected not to participate, as was and is their prerogative.

An Advisory Council for the Northeastern Region, consisting of the presidents of 27 of the institutions and nine distinguished laymen, was appointed by the Regents in January 1972.<sup>1</sup>

At the first meeting of the Regents Advisory Council in March 1972, four areas were identified for task force investigation and possible regional planning and operational activities:

(1) Cross-Registration and Program Offerings

The purpose of the task force will be to identify the range

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<sup>1</sup> President Harold Martin of Union College was elected by this body to serve as its president. Robert Briber, the Executive Director of the Hudson-Mohawk Association of Colleges and Universities agreed to cooperate with the Regents and with the Council to provide some of the necessary leadership, administration, and services in the interest of this pilot region.

of programs offered by the institutions of the region to assess possibilities for consolidation and for joint offerings, and to encourage and enlarge existing practices of cross-registration.

(2) Computers and Their Future

An assessment will be made of the region's existing or planned computer facilities to determine if they can be utilized more effectively and if economies can be achieved.

(3) Television and Other Media

The task force will assess the need for and the use of television and related media on a regional basis to determine if existing or planned facilities can be used to enrich educational programs between and among post-secondary educational institutions and with area industry.

(4) Community College Articulation

Transfer opportunities for 2-year college graduates are a major concern of the State University system, a concern that is also of strong interest to the private institutions. It was agreed that joint consideration of the problem be undertaken.

A steering committee of the advisory council was appointed. Through it the chairmen and membership of the four task forces were selected. This work has proceeded during 1972 with reports to the advisory council scheduled for early 1973. The advisory council anticipates submitting a full report on the possibilities and problems of regional relationships in the Northeast to the Regents in June 1973.

b. The Genesee Valley Region

A process similar to the one described in the northeastern region took place in the Genesee Valley. Here the initiative was taken by public and private institutions and by the existing consortium, Rochester area colleges. A representative advisory council elected a president,<sup>1</sup> and at its first meeting in April 1972, five areas for task force consideration were discussed:

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<sup>1</sup> Dr. Paul Miller, President, Rochester Institute of Technology.

(1) Educational Services to the Community

The public at large, particularly members of the minority community, has educational needs which the collective post-secondary resources of the area could help meet.

(2) Inventory of Present Cooperative Arrangements

The area has many varied cooperative arrangements and there would be value in identifying them as a basis for improvement, linkage, and strengthening.

(3) The Potential for College Enrollment in the Area Colleges

A consideration of the potential for college enrollment in terms of the size of the population, the areas from which drawn, and the assumptions upon which institutions plan for their enrollment objectives may be an area of fruitful exploration and discussion.

(4) Resource Utilization

Specialized, expensive resources such as computers may represent an area where money can be saved if institutions can be brought into a network relationship.

(5) Planning Information and Program Duplication

The possibility of exchanging institutional plans to assess program relationships may make it possible to develop a comprehensive approach to educational needs.

The Genesee Valley Regional Advisory Council's formal report to the Regents is scheduled for late 1973.



PART IV: Noncollegiate Post-Secondary Education

SECTION 1: The Nature of Noncollegiate Post-Secondary Education

Education beyond high school encompasses far more than colleges and universities. A significant component of post-secondary education exists outside of collegiate institutions. Although comparatively unheralded in the realm of post-secondary education, noncollegiate forms of education beyond high school provide an enormous variety of opportunities. As collegiate types of institutions have grown more similar, noncollegiate programs of education beyond high school have continued to diversify. Furthermore, it has been estimated that, nationwide, eight times as many<sup>1</sup> students are enrolled in noncollegiate programs as in collegiate programs.

This section of the plan focuses upon that vital area of post-secondary education in New York State identified as noncollegiate. Typically, noncollegiate programs lead to work and often to certificates, rather than to degrees or additional courses; they less frequently require academic credentials for admission. Noncollegiate post-secondary education comprises several types of proprietary schools, including private trade and business schools, as well as correspondence and computer schools, occupational and other continuing education programs for adults, Federal and State manpower training programs, and apprenticeship and industrial training programs. The magnitude and variety of this area of post-secondary education are evidenced in its vast array of programs--public and private, formal and informal, traditional and innovative, short term and long term.

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<sup>1</sup> Lyman A. Glenny and George B. Weathersby, Statewide Planning for Post-Secondary Education: Issues and Design, Boulder, Colorado: National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education, September 1971.

The expansion of noncollegiate post-secondary education has been spurred by the commitment to extend equal educational opportunity beyond high school. As this commitment is pursued, post-secondary education becomes available to individuals who may perceive the traditional college education as inapplicable, irrelevant, unrealistic, or undesired. Adequate program development is considered mandatory to meet the diverse educational needs and to provide ever-widening educational opportunities for new and different types of students.<sup>1</sup>

During the past decade, the expansion of noncollegiate post-secondary education also reflects increasing recognition of two fundamental goals: economic well-being and lifelong educational opportunity for every individual. The degree of priority assigned to these goals during the 1960's largely resulted from pressures to initiate or accelerate progress for those in our society who have typically not enjoyed full economic and educational opportunity. Other related forces also created a concern to develop noncollegiate forms of education beyond high school. Most important was the need for new approaches in education and training (1) to enable individuals to develop, augment, and adapt their knowledge and skills in light of continuous and profound changes in the nature of work, and (2) to meet society's increasing demand for more extensively educated and trained workers.

Another perspective from which to appreciate the role of noncollegiate post-secondary education is the opportunity it presents for each individual to increase his options. A limited choice of

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<sup>1</sup> Ernest G. Palola, Timothy Lehmann, William R. Blischke Higher Education by Design: The Sociology of Planning, Berkeley: Center for Research and Development in Higher Education, 1970.

opportunities does little to free individuals toward the realization and pursuit of their interests. Disenchantment with traditional forms of academia is readily observable, even among college students. If attractive options to collegiate post-secondary education were provided, fewer high school graduates would enter college because they lack a better alternative.<sup>1</sup>

### Continuing Education

The scope of noncollegiate post-secondary education is interlaced with elements of continuing education. In general, continuing education encompasses those activities that are based on the idea that the process of education is continuous for all persons--that learning does not stop with the conclusion of full-time school, with the receipt of diplomas, certificates, and degrees, or with the beginning of employment. In the context of noncollegiate post-secondary education, continuing education may be regarded as those learning activities by which adults acquire the knowledge, understanding, attitudes, and skills needed to improve their participation in a changing society.<sup>2</sup> More specifically, it usually achieves some particular end, whether occupational or personal, such as learning a new skill, gaining knowledge, or understanding and coping with new demands. It may be pursued by utilizing the resources of a formally organized, institutional program or by taking advantage of a variety of opportunities, however occasional or piecemeal. Thus, the spectrum of continuing education permeates all types and levels of educational experience, including noncollegiate post-secondary education.

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<sup>1</sup> Report on Higher Education: Report of Task Force (Frank Newman, Chairman) to the U.S. Department of Health, Education and Welfare (Office of Education), Washington, D.C.: U.S. Government Printing Office, March 1971.

<sup>2</sup> Continuing Education: A Statement of Policy and Recommendations by the Regents of the University of the State of New York, Albany: The State Education Department, May 1969.

It should be evident that there is no easy, concrete categorization of noncollegiate post-secondary education. Noncollegiate post-secondary education is a relatively unsystematic collage of programs, defying traditional structural arrangements.<sup>1</sup> But the diversity in noncollegiate post-secondary education may be its greatest strength; this strength makes it highly significant and appropriate for inclusion in the 1972 statewide plan. Recognition of its critical importance in light of the trends and goals of post-secondary education and awareness of its resources and opportunities in contrast to the collegiate, will benefit all education beyond high school, both collegiate and noncollegiate.

## SECTION 2: Current Status

Although the range of noncollegiate education beyond high school is very broad and differs in nature from collegiate education, specific areas may be arranged according to purpose. Two very basic purposes are viewed as reasons for individuals to continue their education. Ewald B. Nyquist, Commissioner of Education, has articulated these in several public addresses, suggesting that education should help people to making a living, and also, to make a life. The current programs of noncollegiate post-secondary education are discussed under categories reflecting these two important and related purposes.

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<sup>1</sup>Lyman A. Glenny and George B. Weathersby, Statewide Planning for Post-Secondary Education: Issues and Design, Boulder, Colorado: National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education, September 1971.

## Unit 1: Education for Making a Living

All forms of post-secondary education bear at least potentially upon occupational or career development. Noncollegiate education beyond high school offers a wide variety of opportunities for occupational education in its broadest sense. In the past decade, a whole new sphere of training programs has been created and the more traditional programs of work-related education and training have been expanded. This has resulted in a variety of mechanisms for delivering occupational programs and services to adults and young people who have completed or left high school. This unit presents an inventory of the general kinds of noncollegiate occupational programs that are currently available.

### a. Occupational Programs Within the Public Educational System

The traditional core of post-secondary noncollegiate occupational education in New York State has consisted of adult programs financed, administered, and operated as part of the established public educational system. These include the adult programs conducted by the public schools and Boards of Cooperative Educational Services (BOCES) and the nondegree programs conducted by 2-year public colleges and, more recently, by the urban centers. In the 1970-71 academic year, all of these programs combined served slightly more than 100,000 persons.

Vocational-technical education for adults has a long history of governmental assistance. A combination of Federal, State, and local aid has provided impetus for the growth of adult programs. The current legislation--the 1968 Vocational Education Amendments (VEA)--includes provisions to serve persons "who have completed or discontinued their formal education and are preparing to enter the labor market" and "those who have already entered the



labor market but need to upgrade their skills or learn new ones." In fiscal year 1971 almost \$4,664,000 of Federal VEA funds were allocated to adult occupational programs in New York State public schools, BOCES, and 2-year colleges. This allocation rose to nearly \$8,037,000 for fiscal 1972, in accordance with priorities identified in the Regents position paper on occupational education.

Although the Federal contribution to occupational education has been important, it represents only a small portion of the total expenditure for occupational education in New York State's public schools and colleges. The major burden of financing adult occupational education has fallen on State and local tax efforts and on individual students, who must often pay tuition to obtain needed training or retraining. Most individuals will have recurring needs for education and training throughout their lifetime to cope with rapid and constant change, particularly in the occupational world. The public must develop and support adequate means of financing and administering an educational system that meets the needs of individuals regardless of age or previous background.<sup>1</sup>

Despite limited finances, the public schools and the Boards of Cooperative Educational Services served 82,352 students in adult occupational education programs during the 1970-71 school year. Of this total, 35,130, or 43 percent, were enrolled in programs in the six major cities;<sup>2</sup> 18,540, or 22 percent, in the BOCES area occupational education centers; and the remaining 28,682, or 35 percent, in local public school facilities outside the six major cities. More than half of the local school adult enrollments outside the six major cities were in office education programs. The BOCES offered

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<sup>1</sup>Occupational Education: A Statement of Policy and Proposed Action the Regents of the University of the State of New York, Albany, New York: The University, May 1971.

<sup>2</sup>Albany, Buffalo, New York City, Rochester, Syracuse, Yonkers.



relatively few office programs, concentrating instead on the trade and industrial areas. In the six major cities, 73 percent of the enrollments were in trade and industrial programs and 16 percent were in office education. The 1970-71 distribution of 82,352 adult enrollments in public schools and BOCES across the seven major program areas of occupational education were as follows: agriculture, 1,506; distributive, 1,532; health, 4,016; home economics, 1,068; office, 23,798; technical, 4,070; trade and industrial, 46,362.

In addition to adults enrolled in occupational education in the public schools and BOCES, nearly 25,000 persons were served during 1970-71 in non-degree programs conducted by the 2-year public colleges and the urban centers. The nondegree programs range from 4 months to slightly less than 2 years and usually culminate in a certificate or diploma. They prepare students for work in such diverse fields as supermarket operations, department store sales, institutional housekeeping, building services, machine tool operation, data processing, and medical assisting occupations. In 1970-71, 14,351 persons were enrolled in nondegree occupational programs at the 2-year colleges. Of this total, 2,639 were full-time and 11,712 were part-time. Approximately 10,000 persons were enrolled in occupational programs at urban centers--learning facilities administered by 2-year colleges at locations easily accessible to inner city residents. During 1970-71, six 2-year colleges--New York City Community College, Borough of Manhattan Community College, Erie Community College, Hudson Valley Community College, Monroe Community College, and Farmingdale Agricultural and Technical College--were administering urban center programs.

The easier access permitted by conveniently located urban centers has broadened opportunities for adults, especially those with special needs. To accommodate the needs of adults, emphasis has been placed in three areas: (1) on programs leading to immediate employment in occupations where local and area opportunities exist; (2) on scheduling of programs at times which cause minimum interference with other responsibilities; and (3) on providing related services such as remedial basic education, counseling, and placement assistance.

b. Government-Sponsored Manpower Training Programs

The recent history of extensive special-purpose government-sponsored manpower training programs begins with the Manpower Development and Training Act (MDTA) of 1962. Through this act, Congress appropriated funds for manpower training programs to alleviate unemployment problems resulting from changes in technological, economic, and industrial conditions. More recently, however, a significant emphasis of these programs is directed at economically disadvantaged individuals. MDTA programs are cooperatively administered by the Federal Departments of Health, Education, and Welfare and Labor, and by their counterpart state education and labor agencies. In New York State, responsibility for administering MDTA programs is shared by the State Education Department and the Employment Service of the State Department of Labor. In fiscal 1970-71, 7,452 persons in New York State were served by MDTA programs.

In 1966, the State Manpower Training Act (SMTA) was created by the New York State Legislature. Similar in principle to the MDTA, the SMTA provided for the training of individuals who might not otherwise have been reached. Enrollment in SMTA programs for fiscal 1970-71 was 3,535. This program has since been discontinued.

One typical approach utilized in MDTA and SMTA programs is the single-skill or single occupational cluster offering. Such programs train, retrain, or upgrade individuals for at least entry level employment in specific occupational titles; e.g., licensed practical nurse or automobile mechanic. These "regular" programs incorporate varying amounts of orientation, basic and remedial education, and supportive services. Another program--the "multioccupational" program -- operates in densely populated areas where the State Employment Service has identified the need for an ongoing training effort in a large number of varied occupations. Most of the large cities or metropolitan districts in New York State have officially designated "skills centers," operated by public boards of education, where training is provided in the skills required in the local job market. The skills centers are permanently staffed and operate on a continuous basis from year to year. They are located in areas where large numbers require services and tend to serve persons whose employment difficulties are especially severe. Most centers provide, in addition to skill training, individual and group counseling, psychological services, medical assistance, and a wide variety of social services. Where required, training projects may be authorized on an individual basis. In these "individual referral" programs, trainees are assigned individually to public schools or to private trade and business schools. Also, trainees are exempt from payment of tuition and fees; payment is provided for through the manpower program.

Another important approach to manpower training is on-the-job training (OJT) programs. In OJT programs, the trainee is placed directly on the job, preferably with an employer willing to hire the individual after the completion of training. In these cases, the employer and trainee are reimbursed for the difference between actual wages and the student's productive

output during the learning period. Some OJT programs are combined with considerable classroom work and/or supportive services.

In addition to MDTA and SMTA programs, a large number of specific purpose training programs have been sponsored by various Federal, State, and local government agencies during recent years. One of the most important is the WIN--Work Incentive Training--program, which became an integral part of the Federal Social Security Act in 1967. While having the same overall purpose as MDTA and SMTA, WIN is designed primarily for recipients of aid to families with dependent children (AFDC) and children of unemployed parents. It coordinates social welfare services with employment training, toward the goal of assisting individuals and families to become self-sustaining. An estimated 14,800 persons in New York State were served in the training component of the WIN program during fiscal 1971.

Other significant manpower programs operating in New York State during 1971 are briefly described below. The list is not meant to provide a complete inventory, but to give some indication of the multiplicity and variety of effort in this area. (Descriptions are paraphrased from the New York State Comprehensive Manpower Plan for Fiscal Year 1972.)

(1) Public Service Careers (PSC - New Careers) - Operated by the United States Department of Labor, this program secures, within merit principles, permanent employment in public service agencies for disadvantaged unemployed youth and adults. It also stimulates upgrading of current employees, thereby meeting public sector manpower needs. In New York State during fiscal 1971, an estimated 871 persons were served at a cost of \$2,825,000 in Federal funds.

(2) Job Opportunities in the Business Sector (JOBS) - Also a Federal Department of Labor program, administered with the assistance of the National Alliance of Businessmen, JOBS encourages private industry to hire, train, retrain, and upgrade hardcore unemployed and under-employed persons 18 years of age and over. An estimated 6,688 persons were served in New York State in fiscal 1971 at a cost of \$16,052,000 in Federal funds.

(3) Operation Mainstream - Operated by the United States Department of Labor, Mainstream provides counseling, basic education, and work experience for chronically unemployed adults in community betterment and beautification, mainly in rural areas. In New York State, an estimated 278 persons were served during 1970-71 at a cost of \$878,000 in Federal funds.

(4) Neighborhood Youth Corps (NYC) - Administered by the United States Labor Department, the Youth Corps program is primarily aimed at disadvantaged youth of high school age. However, it includes job preparation for youth who have left high school before completion. Services were provided to an estimated 3,120 out-of-school youth in New York State during fiscal 1971, at a cost of \$10,172,000 in Federal funds. For many clients, this program provides paid work experience rather than actual skill training of post-secondary level.

(5) Concentrated Employment Program (CEP) - Operated by the United States Department of Labor, CEP provides coordinated manpower and supportive services for hard-core unemployed youth and adults in selected areas where they are concentrated. During fiscal 1971, the training component of CEP served an estimated 5,140 persons in New York State at a cost of \$5,140,000 in Federal funds.

c. Proprietary Schools

The proprietary schools constitute one of the largest and longest established sectors of noncollegiate post-secondary occupational education. The current provisions of Sections 5001 and 5002 of the Education Law require the licensing of private trade and correspondence schools. However, legislation passed this year, and effective July 1, 1973, requires the licensing of private occupational, business, and correspondence schools. Before the revised law, registration for private business schools and certain others has been optional. The new Sections 5001 and 5002 of the Education Law place all schools, so licensed or registered, under the jurisdiction of the State Education Department; the added Sections 5003 and 5004 deal with private school standards and personnel certification, respectively. In essence, the new law requires the licensing of those proprietary schools, which, heretofore, were not required to register.

(1) Private Occupational Schools - The greatest portion of this category is composed of what are usually referred to as private trade schools. As of June 1971, 236 private trade schools were licensed to operate in New York State, an increase of seven over the previous year.



Licenses are granted to private trade schools for 1 year only. They may be renewed annually if the State Education Department is satisfied that a school meets the requirements of law in such areas as administration, faculty, curriculum, financial responsibility, and facilities and equipment.

In recent years the greatest concentration of private trade schools and enrollments has been in barbering; beauty culture; commercial art; dental, medical, and laboratory technology; drafting; flight instruction; garment trades; photography; and radio and television. Entrance requirements and levels of training vary considerably among courses of study, reflecting the educational and skill requirements of particular occupations.

In fiscal 1970-71, the private trade schools enrolled 82,058 students. Of the 30,828 students who graduated during the year, 13,428, or 43.6 percent, were reported to be successfully placed (approximately 25 percent of the schools did not report on placement activities). If the recent trend continues as anticipated, private trade school enrollment should increase by approximately 16 percent over the next 10 years.

Under the new legislation, those schools referred to as "Section 129" and "Section 22" schools are also included in the category of private occupational schools. The "Section 129" schools are primarily business machines and computer schools which had chosen to register with the State Education Department under the provisions of Part 129 of the Commissioner's Regulations. Entrance requirements to these schools vary according to the level of training provided; it is estimated that half of the programs offered in "Section 129" schools require a high school or equivalency diploma for admission. As of July 1, 1971, 40 of these schools were registered, with a total enrollment of 6,368 for the 1971 fiscal year.

Twenty-three "Section 22" schools had chosen to register with the State Education Department in accordance with Part 52.22 (c) of the Commissioner's Regulations. This part provides for the registration of "highly specialized institutions requiring high school graduation for admission." Currently registered schools offer preparation for such occupational areas as traffic, banking, technology, design and construction, fashion, credit, and interior design. The "Section 22" schools enrolled an estimated 5,750 students in fiscal 1971.

(2) Private Business Schools - Part 127 of the Commissioner's Regulations provides for the registration of private business schools which seek to register and which meet established requirements. The 46 private business schools registered during school year 1970-71 offered a wide range of business, sales, and office related programs, including secretarial science, business administration, accounting, and marketing. Approximately 25,000 students were enrolled in day and evening classes during the school year.



(3) Licensed Correspondence Schools - Licensed correspondence schools in New York State offer courses in occupations ranging from banking, computer science, and advertising art to dress design and nuclear instrumentation. Like the private trade schools, correspondence schools have varying entrance requirements. Some provide high school equivalency preparation in conjunction with occupational study. The 34 correspondence schools licensed to operate in the State during fiscal 1970-71 reported enrollments of 223,200; of these 23,141 completed and 41,578 dropped out. A majority of these enrollments were in occupational courses. The percentage of enrollees who are residents of New York State is not known. In recent years, enrollments in the licensed correspondence schools have tended to vacillate, but have remained at approximately 200,000. It is anticipated that interest in the independent study provided by licensed correspondence schools will come about as the result of two factors: (1) the policies set forth in this plan that encourage and recognize independent learning beyond high school, and (2) the awarding of credit toward regular collegiate degrees through the cooperation between correspondence schools and colleges, and Regents external degrees for noncollegiate post-secondary educational experiences.

The proprietary schools directly prepare students for employment in specific occupational fields. In many cases they offer training in specialized areas generally not available elsewhere. The argument is often advanced that, because of their dependence on profit, the proprietary schools are particularly sensitive to changing economic conditions and employment opportunities. These schools complement the public schools. Their contribution must be recognized and fully utilized in any attempt to inventory post-secondary educational resources and to plan for their future development.

A Regents decision permits proprietary schools to award degrees in programs which have been evaluated by the State Education Department and which meet the qualifications for the desired degree. To date, 19 proprietary institutions have been authorized to grant the associate in occupational studies degree (created in 1971) in certain program areas. Degree authorization will be extended to additional schools on a program-by-program basis.

As each proprietary school has been authorized to offer a degree-granting program, the State Education Department has inventoried the schools physical facilities. Such inventories have also been conducted at all public and private institutions of higher education in New York State. The additional data from proprietary institutions will assist in planning for the effective utilization of even more resources for post-secondary education.

d. Apprenticeship Training Programs

Apprenticeship training, the earliest major form of organized occupational instruction, remains an important component of occupational education in New York State today. The Dictionary of Occupational Titles defines an apprentice as "a worker who learns, according to a written or oral contractual agreement, a recognized craft or trade requiring two or more years of on-the-job training through job experience supplemented by related instruction, prior to the time that he may be considered a qualified skilled worker." In December 1971, 23,961 persons were in registered apprenticeship programs in New York State. A registered apprenticeship program is one in which the sponsor--an employer or a joint apprenticeship committee composed of labor and management representatives--agrees to:

- (1) Select apprentices and provide training in accordance with the standards and procedures approved by the State Bureau of Apprenticeship Training;
- (2) Accept periodic visits from representatives of the State Bureau of Apprenticeship Training or the Federal Bureau of Apprenticeship and Training; and
- (3) Provide information to the Regents about the program and apprentices indentured under it.

In 1970-71, approximately 15,000 registered apprentices received related instruction. About 65 percent of these were in the public educational system and about 35 percent were in courses conducted by employers and joint apprenticeship committees. Nearly half of the registered apprentices in New York State are in construction or allied trades. The remainder are distributed among more than 200 trades, with relatively high concentrations in carpentry, plumbing, sheet metal working, electrical trades, printing, metal working, machine trades, and service and repair.

e. Employer and Employee Group Training Programs

The most difficult area of noncollegiate occupational education to define comprises all of the educational and training opportunities financed and operated by private employers. No reliable quantitative information concerning such programs is currently available at either the national or State level. However, the larger employers are deemed the most likely to offer formal training programs.

The objectives of employer-sponsored training programs include higher productivity, lower employee turnover rates, preparation for promotion to new responsibilities, greater safety of operations, and employee satisfaction. Also, there is the possibility of colleges accepting some employer training courses for credit, as is currently practiced by some collegiate institutions; e.g., New York Institute of Technology. Besides labor's involvement in apprenticeship programs, virtually every major trade association has the education of its members as a major purpose. Many associations have designed training programs to upgrade their members, some on a self-study basis and others utilizing regional or national workshops.

The representation of business, industry, and labor on educational advisory committees at all levels and their participation in State and regional cooperative planning activities should increasingly allow for mutual definition of respective roles, capabilities, and responsibilities.

f. Other Occupational Programs and Services

This inventory is by no means an exhaustive list of occupational education and training and related services in New York State. A thorough description of the total spectrum would consider in detail such important components as vocational rehabilitation; education and training within correctional institutions; nursing education in hospital schools of nursing; occupational education and training for students in State schools for the deaf, blind, and other groups; programs sponsored by local government and other community groups and agencies in major cities and regions; and programs and services administered by various State agencies, including the Division of Youth, Civil Service, and Mental Hygiene.

Unit 2: Education for Making a Life

Men and women are more than just workers in a society; they are also human beings with a variety of personal needs. Their concerns for improving the quality of life are expressed in pursuits such as becoming better citizens and taking a more active interest in public life, improving their family life, and enriching their lives as individuals. Several noncollegiate post-secondary educational programs, which speak to these concerns and pursuits, are provided in New York State.

a. Programs for Public Life

Many seek programs of education beyond high school to enhance their understanding and participation in public life. The educational programs currently available range from a course in how to become a citizen to courses

in the intricacies of international affairs and relations. Broadly viewed, courses in this range are designed to meet the needs of all of those who want to sharpen their understanding of the world in which they live.

(1) Americanization - During 1970-71, a total of 600 courses under the heading of Americanization were provided in New York State. These combined to serve 10,725 students, the large majority of which--8,796--were enrolled in the "English for foreign born" program courses. Approximately 1,864 attended courses in the "citizenship preparation" program and 65 attended other courses serving aliens.

(2) Civic and Public Affairs - Over 8,000 individuals enrolled in a variety of courses offered through the "civic and public affairs" instructional programs in the State during 1970-71. About 150 courses provided instruction in the following areas:

| <u>Instructional Program</u>       | <u>Number Enrolled</u> |
|------------------------------------|------------------------|
| Local and State Affairs            | 3,035                  |
| Community Ambassador               | 918                    |
| National and International Affairs | 174                    |
| Student Activism                   | 60                     |
| Other Courses                      | 4,125                  |
| Total - Civic and Public Affairs   | 8,312                  |

In courses provided through these programs for public life, the structure and functioning of the "web of government," local, state, national and international can be explored by the students. Intergroup and intercultural relations can be systematically examined. International problems can be considered, and international relations can be surveyed, both in their normal and crisis forms.

b. Programs for Family Life

Occupational skills and an awareness of the world around us are valuable indeed but do not guarantee a sound family life. To build such a family life requires knowledge and understanding of a special order. Hence, there is a need for courses relating directly to home life and embracing all aspects of family living. Many individuals seek such educational programs for assistance in child guidance, problems of adolescence, mental hygiene, parent education, and home economics.



(1) Home Economic Education (nonoccupational) - Almost 45,000 adults enrolled in nonoccupational home economics courses in the State during 1970-71. Over 2,500 such courses were offered in several instructional programs; program enrollment was distributed as follows:

| <u>Instructional Program</u>                     | <u>Number Enrolled</u> |
|--------------------------------------------------|------------------------|
| Clothing and Grooming                            | 29,186                 |
| Housing and Home Furnishings                     | 5,197                  |
| Food and Nutrition                               | 4,049                  |
| Family Relationships                             | 694                    |
| Home Management (Budgeting)                      | 145                    |
| Other Courses                                    | 4,548                  |
| Total - Nonoccupational Home Economics Education | 43,855                 |

(2) Parent Education - During 1970-71, 39 school districts in the State offered 172 courses under the heading "parent education." Although all of the teachers in this program were part-time, more than 14,000 adults enrolled in the courses. This area attests to the need for and desire of parents and other adults to involve themselves in discussions about the so-called "generation gap," the use of drugs, and a host of other topics that are becoming increasingly meaningful.

c. Programs for a Richer Life

The preceding subsections discuss educational programs serving the needs of people in various roles: worker, citizen, homemaker, and parent. However, educational programs must be provided also to serve people as living individuals. This is particularly true in an era when the individual is experiencing more leisure time and when humanistic education is attracting higher priority. Noncollegiate post-secondary education offers significant opportunities for individuals to enrich their minds and spirits in pursuing the higher satisfactions of living. This involves providing a wide range of courses at varying levels of complexity. The following self-enrichment courses are offered in public school programs.

(1) General Academic (noncredit) - Over 15,000 individuals enrolled in the 972 general academic courses offered in 1970-71 in the State. About two out of three of these persons studied foreign languages, and the remaining students pursued reading improvement and other academic courses.



| <u>Instructional Program</u>         | <u>Number Enrolled</u> |
|--------------------------------------|------------------------|
| Foreign Languages                    | 9,701                  |
| Reading Improvement                  | 1,391                  |
| Other Academic                       | 3,966                  |
| Total - General Academic (noncredit) | 15,058                 |

(2) Cultural Education - Participating in and studying the arts provide many avenues for the enrichment of individuals and the addition of new values to their daily living. Through the study of the arts, the character and quality of personal living are enriched; the individual discovers his creative abilities and extends his cultural interests and knowledge.

During 1970-71, 52,152 individuals enrolled in programs of cultural education and spent well over one million class/hours in courses offered in crafts, arts, music, and drama.

| <u>Instructional Program</u> | <u>Number Enrolled</u> |
|------------------------------|------------------------|
| Crafts                       | 20,280                 |
| Art                          | 20,002                 |
| Music                        | 10,645                 |
| Drama                        | 1,225                  |
| Total - Cultural Education   | 52,152                 |

(3) Business Education (nonoccupational) - In addition to the many opportunities provided in occupational business education (discussed in unit 1 of this section), noncollegiate programs of business education are offered for reasons other than employment. A broad range of courses is available for individuals to develop and sharpen their personal skills related to the world of business. During 1970-71, enrollment in nonoccupational business education programs in the State was distributed as follows:

| <u>Instructional Program</u>                 | <u>Number Enrolled</u> |
|----------------------------------------------|------------------------|
| Personal Use Typewriting                     | 6,137                  |
| Investments                                  | 1,325                  |
| Law Everyone Should Know                     | 752                    |
| Estate Planning                              | 391                    |
| Money Management and Banks                   | 238                    |
| Other Courses                                | 3,955                  |
| Total - Business Education (nonoccupational) | 12,798                 |

(4) Health and Safety Education (nonoccupational) - New York State provides a variety of instructional programs in health and safety education. In 1970-71, over 6,000 courses were attended by 129,891 adults across the State.

| <u>Instructional Program</u>                        | <u>Number Enrolled</u> |
|-----------------------------------------------------|------------------------|
| 3-Hour Prelicensing Program                         | 73,482                 |
| Physical Education                                  | 33,952                 |
| Drug Abuse Prev. Ed.                                | 7,590                  |
| Driver Education                                    | 7,522                  |
| Heart Disease Prevention                            | 405                    |
| Smoking Withdrawal                                  | 307                    |
| Other Courses                                       | 6,633                  |
| Total - Health & Safety Education (nonoccupational) | 129,891                |

(5) Other Enrichment Programs - Several other self-enrichment educational programs are available for adults in New York State. The two largest programs are "senior citizen education" and "adult guidance," which together offered more than 2,500 courses during 1970-71.

| <u>Instructional Program</u>      | <u>Number Enrolled</u> |
|-----------------------------------|------------------------|
| Senior Citizen Education          | 15,205                 |
| Adult Guidance                    | 6,154                  |
| Other Courses                     | 5,958                  |
| Total - Other Enrichment Programs | 27,317                 |

The significance of these programs, which serve the vast numbers of people opting for a better life, cannot be underestimated. This area of noncollegiate post-secondary education alone provided educational and personal opportunities that were taken by nearly a quarter million individuals in New York State.

### SECTION 3: Assessment of Needs

A simple inventory of programs and services leaves no question of the multiplicity, extent, and variety of noncollegiate post-secondary education and training opportunities in New York State. The important questions which remain are (1) to what extent is the current delivery system adequate to meet the needs of people in New York State in the coming years and (2) what changes in the system would enable it to meet these needs as efficiently and effectively as possible?

The need for development and change in occupational education beyond high school is expected to increase in the years ahead. Whether present trends continue or, as many predict, accelerate, constant and profound changes can be expected in the nature of work performed by our society. Specific changes are difficult and, in many cases, impossible to predict, but a number of longterm trends are clearly evident. The percentage of the labor force made up of unskilled workers will continue to decline. The percentage of the labor force involved in agriculture and manufacturing will also continue to decline. There will continue to be corresponding increases in the percentage of the labor force employed in service-related occupations. Technological and other industrial changes will continue to raise levels of productivity, resulting in the reduction of man/hours required for the completion of any given project. Also, an increase in knowledge and skills will be required of workers in many occupations affected by technological change.

Still another factor to be considered in assessing the level of need for occupational education beyond high school is the recurrence of relatively high unemployment and underemployment during periods when aggregate demand for goods and services lags. During such periods, occupational education can retrain some persons for occupations in which demand persists. These are often occupations which require higher levels of knowledge and skill than most job-seekers currently possess. Since the basic problem during periods of "cyclical" unemployment is shortage of demand rather than of supply, the role of occupational education must be complementary to a broader approach involving fiscal, monetary, and income maintenance policies.

Thus, over the next 10 years, New York State's occupational education delivery system must respond with appropriate programs and services for people whose lives are affected by continuing problems of poverty and disadvantage; by changes in the nature of work resulting from industrial and technological trends; and, to a lesser extent, by short term problems resulting from recurrent periods of economic downturn. At the same time, the call for programs and services to cope with specific problems and changes must not obscure the broader purpose which has been the theme of this plan; i.e., the need to provide a comprehensive range of education beyond high school for all persons who seek to further their personal as well as occupational development.

There has been strong social approval for climbing the educational ladder to higher and higher rungs after compulsory schooling has been completed. Often, this approval has been expressed in conjunction with getting a better job or higher pay. There is also a constantly widening vision of educational possibilities for a larger and larger proportion of the people.

Two limiting ideas have hampered the realization of the full potential of individuals: (1) the idea that, at some stage, individuals have had enough education and that, at the selected point, they should put away education and turn to the more serious business of life, and (2) the idea that, if individuals choose to continue their education beyond high school, they should necessarily go to college. The first idea stands in opposition to a more creative one that views education as an inherently "open-ended" process which can never be definitely completed as long as life lasts. The second idea inhibits the range of an individual's choices; it opposes a more comprehensive idea of post-secondary education that promotes an

infinite number of alternatives and combinations by which an individual may pursue education beyond high school.

Noncollegiate post-secondary education is characterized by diversity. Preserving this diversity is essential if programs hope to be commensurate with the needs and styles of adults and out-of-school youth. In the final analysis, a society can only be as good as the people composing it, operating it, and making the decisions that determine its course. Assessing the different needs of adults and out-of-school youth and providing a variety of options for education beyond high school to match those needs are prerequisites for individual self-improvement -- with the expectation that better individuals will contribute to a better society. Noncollegiate post-secondary education should, therefore, command as much social approval and support as any other form of education.

#### SECTION 4: Issues, Problems, and Directions

The programs described earlier in Part IV of the plan, when properly coordinated and adequately supported, constitute most of the necessary elements of a comprehensive delivery system in New York State for meeting the education and training needs of adults and out-of-school youth who are high school graduates or the equivalent. The remainder of this section describes major problems to be solved and major directions and actions to be taken.

There is a need for comprehensive planning arrangements that work. Arrangements must be developed at the State level, and in each region of the State, for participatory planning of a coordinated approach to assess and meet occupational education and manpower needs. The responsibility for leadership and coordination of the planning processes rests with the established occupational education agencies of the State and the various



regions--the State Education Department, the State University of New York, the public schools, the Boards of Cooperative Educational Services, 2-year public and private colleges, as well as proprietary schools. Planning arrangements must involve all agencies and groups which administer, or have direct concern for, occupational education programs and related services. Also, the plans developed through such arrangements must recognize and utilize all of the educational resources of these agencies and groups. The responsibilities of the State and regional planning mechanisms should include the following:

1. Articulating and coordinating the occupational education programs of the public schools and BOCES with the programs of the public and private 2-year colleges, urban centers, and proprietary schools;
2. Coordinating the planning of occupational education programs operated and funded within the public schools and colleges with the various Federal, State, and local government sponsored manpower training programs;
3. Identifying the respective roles of public and private occupational education agencies to minimize duplication of resources and effort and to maximize variety and quality of opportunity;
4. Insuring the fullest possible utilization of the training capacity of private business and industry;
5. Providing resources at central locations within each region's educational system, whether public or nonpublic, which insure that every adult or out-of-school youth in need of training or related services can receive either direct assistance or referral to the kind of program which best meets his needs;
6. Actively involving in the planning process all community groups affected by occupational education--including students, parents, teachers, business and industry, labor, and government--through advisory councils as well as less formal channels of communication.

A comprehensive manpower policy at the Federal and State levels is needed to enable the State to use its resources for serving adults and out-of-school youth in a more coordinated, nonduplicative, cost-effective manner. For some time Congress has been considering a comprehensive manpower bill to unify under one title most of the Federally sponsored manpower



training programs described earlier. Proliferation of training programs to meet specific needs has led to duplication of effort and wasteful competition for scarce resources among the many agencies charged with administering these programs. Division of responsibility and authority among numerous agencies has made a concerted attack on manpower problems almost administratively impossible.

The Regents support the effort to create a comprehensive manpower policy. Such a policy would be a major contribution to New York State's efforts to coordinate occupational education and manpower programs through the State and regional planning processes outlined above. It is of the greatest importance, however, that this policy enable the states to plan and coordinate manpower training programs within the total framework of their public and private educational resources. If this policy were to remove direct responsibility for such programs from the established educational authorities of the states, it could undermine the concept of a comprehensive educational system.

Occupational education for adults must increasingly be designed as one phase in a continuum of career-related educational experiences, beginning in the early school years and continuing or recurring throughout life.

During recent years emphasis in occupational education has rightfully and necessarily been placed on programs designed to remedy educational and occupational limitations that have prevented students from enjoying full economic opportunity. While the need for the remedial type of adult program will remain strong until our society has full and equal opportunity, a system which prevents, rather than reacts to, educational and economic disadvantage must be designed and implemented. In such a system, noncollegiate occupational education, as well as other forms of post-secondary education, will become a normal and expected experience at any stage of life.

Noncollegiate occupational or continuing education for adults will increasingly be recognized as part of a more comprehensive educational system which includes elementary and secondary education on the one hand and collegiate forms of post-secondary education on the other. Full advantage should be taken of the relationships between noncollegiate and collegiate post-secondary education. There must be ease of mobility within and between the noncollegiate and collegiate options available to students. The collegiate structure must be so organized that students will be able to have their noncollegiate experience assessed, and, where warranted, be given collegiate credit for this experience. The State and regional participatory planning arrangements, which will be represented by both the collegiate and noncollegiate sectors, should facilitate the development of criteria for such assessment.

Recognition of the value of noncollegiate post-secondary education is a responsibility of our entire society, not of educational institutions alone. Much depends on the willingness of employers to make requirements for employment realistic in terms of the work actually performed. Insistence on academic credentials which have little or no relationship to the actual nature of work performed must be discouraged. It will tend to perpetuate a lock-step hierarchy of educational levels and inhibit development of the comprehensive system of varied opportunities proposed in this plan.

A more adequate management information system is needed to enable administrators to plan, manage, and evaluate a comprehensive system of post-secondary education, which includes the noncollegiate sector. An adequate management information system would provide administrators of individual programs, as well as those responsible for the State and regional planning processes, with the following:

1. More reliable and compatible information concerning the need for educational programs and services, including identification of target populations and analysis of manpower needs, employment opportunities, and individual educational needs;
2. Analysis of job performance requirements to facilitate development of curriculums and of evaluation techniques relevant to actual conditions in the world of work; and analysis of personal needs for educational upgrading, etc. in lieu of increased leisure time;
3. Compatible information concerning the current and anticipated status of program capacity, enrollments, and output among the various sectors and components of noncollegiate post-secondary education;
4. Information needed to evaluate the efficiency and effectiveness of various programs and strategies in relation to the goals and objectives of noncollegiate post-secondary education programs, including extensive followup studies of persons who complete these programs.

#### SECTION 5: Shaping the Future

The Regents recognize the indispensable contribution of noncollegiate post-secondary educational resources in developing a truly comprehensive system of education beyond high school. Future policy and planning must be directed toward the full integration of these resources. To that end, the Regents recommendations are presented.

To preserve the diversity of post-secondary education, particularly the wide range of opportunities provided in noncollegiate settings, the Regents recommend that:

1. Post-secondary educational programs be evaluated on their own merits, regardless of the type of institution offering them;
2. Planning arrangements, both statewide and regional, involve the active participation of the noncollegiate sector.

To accommodate the uniqueness of individuals with different needs, the Regents recommend that:

3. Student financial aid programs incorporate additional provisions for adults who wish to continue their education beyond high school;

4. Students be permitted the choice of applying financial assistance to any post-secondary educational programs in the State, including noncollegiate programs, according to their own needs and interests.

To enhance the coordination and effective utilization of post-secondary educational resources in the State, the Regents recommend that:

5. A comprehensive management information system be developed, generating compatible data on the current and anticipated status of all education beyond high school in the State concerning programs, enrollment and graduates, facilities and capacity, faculty, and finances;
6. Collegiate and noncollegiate institutions establish cooperative relationships with each other for their mutual benefit and for the benefit of students in choosing among branches and styles of study.

To offer increased opportunities for education beyond high school to more individuals, especially adults, the Regents recommend that:

7. Collegiate and noncollegiate institutions establish cooperative relationships with each other and the world of work for their mutual benefit and for the benefit of students in choosing combinations of study and work activities.

To broaden the concept of post-secondary education and thus offer a wide spectrum of viable alternatives for education beyond high school, the Regents recommend that:

8. Formal borderlines between collegiate and noncollegiate post-secondary education be erased through the development of a comprehensive system of post-secondary education that involves no distinction in status.

## THE SECOND DIVISION: THE REVIEW AND ANALYSIS OF MASTER PLANS

This division contains the review and analysis by the Regents of the master plans of the three sectors of collegiate post-secondary education (State University, City University, and the private colleges and universities) and one sector of noncollegiate post-secondary education (selected proprietary schools: Albany Business College, Bryant and Stratton Business Institute, and Sadie Brown's Collegiate Institute). In analyzing the master plans of post-secondary institutions, the Regents concerned themselves with the way that the master plans of these sectors complemented the policies, goals, objectives, and priority concerns expressed by the Regents in their long-range plans for education beyond high school in the State of New York. Therefore, the analysis of the sector master plans is reviewed, first, in terms of the recommendations which each sector of post-secondary education has made to the Regents with regard to the direction it intends to develop its educational programs in the next decade. The Regents have asked: Are these consistent with the overall goals of the State? Do they meet the educational needs of the State? Are they appropriate for that type of institution? Second, each plan is examined in terms of its responses to the priority concerns which were announced by the Regents in 1971.

The Regents position statements pertaining to the recommendations of each of the sectors of post-secondary education are delineated into four categories: approved, approved with condition, deferred, or disapproved. These statements are based upon (a) the way that the plans of the sector fit into the total plan of the Regents for post-secondary education and (b) the Regents judgment of the soundness of the proposal. "Approved" means that the recommendation meets the overall goals of the Regents and

therefore the sector is encouraged to move ahead in that area.<sup>1</sup> The second category of responses made by the Regents, "approved with condition," means that the institution must develop a more detailed and comprehensive plan and submit it to the Regents before planning for that recommendation moves too far ahead. The third category of responses made by the Regents, "deferred," means that the recommendation does not appear to be in the best interest of post-secondary education at this time. A fourth category of responses, "disapproved," means that the Regents do not approve of the sector moving ahead with this recommendation.

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<sup>1</sup>This is intended to mean developmental approval. Where necessary, master plan amendment approval must be obtained from the Regents before the program is implemented.



PART I: The Review and Analysis of Collegiate Post-Secondary Education  
Master Plans

This review and analysis is of the master plans submitted to the Regents by the State University of New York, The City University of New York, and the private colleges and universities of New York through the Commission of Independent Colleges and Universities of New York. The Regents compliment the higher education sectors for the cooperation, timeliness, and thoroughness of their planning efforts.

SECTION 1: The Review and Analysis of State University's Master Plan

The master plan of State University reflects the University's commitments to support expanded educational opportunity and to enact major program changes which will serve a constituency with a wide variety of backgrounds and educational needs. The Regents compliment the University for its development of so comprehensive, coherent, and integrated a plan for the next decade. The plan also gives recognition to the fiscal realities of the 1970's and strikes a balance between extending programs and conserving resources.

The Regents wish to highlight four specific areas of concern which they have with respect to the plans of the State University and urge the University to be ever cognizant of these concerns of the Regents as it implements its plans during this next decade. These concerns relate to (1) admissions policy, (2) meeting the needs of minority communities, (3) transfer policies, and (4) the University's relationships to nonpublic institutions.

Admissions Policy

During the last several years, the university centers and a majority of the other 4-year institutions of the State University have had to limit admissions for the most part to what appears to be a relatively educationally

elite group of students. These policies were the result of fiscal constraints and space limitations, rather than the result of University educational policy. In establishing high cutoff scores for admissions to limit entry to the number of students who could be accommodated, the University relied heavily upon high school achievement and scholastic aptitude examination scores. Since high school achievement tends to be related to socioeconomic status, the policy had the effect of admitting a high proportion of students from high socioeconomic groups. In fact, the income distribution of students at State University roughly parallels the income distribution of students who attend nonpublic institutions in the State. While public institutions should serve a broad spectrum of citizens, State University should concentrate its efforts on meeting the needs of students from lower socioeconomic groups who look to public higher education as their only real possibility for post-secondary education.

The Regents are pleased that in this master plan the State University seeks to channel its efforts to a broader constituency in three ways:

- (1) extending the proportion of high school graduates that will be admitted to 4-year institutions, thereby permitting reduction in cutoff scores;
- (2) establishing criteria in addition to scholastic achievement as the basis for admission; and (3) seeking a wider cross section of students both in initial admissions and through transfer policies.

The Regents hope that the University will continue to reexamine its admissions policies in an effort to serve a larger proportion of students from lower socioeconomic groups: a mission which the Regents believe is an appropriate one for public institutions.

### Meeting the Needs of Minority Communities

The State University, during the last several years, has extended admissions opportunity and employment opportunity to members of minority groups. The extension of programs in these areas parallel roughly the efforts of nonpublic institutions. Despite this effort, the 2-year and 4-year colleges in the university system exhibit low enrollments of minority students and low employment levels of members of minority groups on its professional staffs. The State University's 1972 master plan recognizes this problem. Steps are reflected in the plan to correct this problem.

The Regents therefore commend the State University for the importance it has attached in its master plan to the need to extend further opportunities to minority students in various sections of their master plan. The Regents approve also the commitment of the State University to the racial integration of living and educational facilities. They approve and commend the University on the special efforts that it plans to undertake for the recruitment of qualified faculty members from minority groups and of students from minority communities.

### Transfer Policies

The State University's open admissions plan relies heavily upon the community colleges as a point of entry into the university system. In its plan, the State University guarantees each 2-year college graduate a place somewhere in its system and has established a mechanism for fulfilling this commitment on a universitywide basis. The Regents would like to see the plan go further still by providing community college graduates preferential transfer opportunities. The Regents believe that the State University

ought to give transfer students graduated from a 2-year college first priority in admission to 4-year colleges and after admission accord them the same privileges as students who enter the 4-year colleges directly out of high school.

The Regents note that the State University plans to increase transfer opportunities significantly during this next decade. Even so, the expected growth of 2-year college enrollments projected during this next decade will so increase the number of students graduating, that it appears doubtful that the State University alone can meet the transfer needs. In order to save the taxpayer money and to make maximum use of all educational resources, the Regents believe that nonpublic institutions can and should play an important role in helping to meet the educational needs of 2-year college graduates. Since most such students tend to come from lower socioeconomic groups, the Regents urge the State University to support a student financial support system which would enable a substantial number of 2-year college graduates to elect to transfer to a 4-year nonpublic institution. Details of the Regents proposal are presently being developed.

#### Relationship to Nonpublic Institutions

The extension of educational opportunities by a public university system is bound to draw some number of students away from the nonpublic sector. During this last decade, the expansion of the State University has had an impact upon enrollments at nonpublic institutions. During this next decade, nonpublic institutions stand to lose significant numbers of freshmen to the public sector. As a public institution, the State University is expected to have its operating costs largely government subsidized, thereby permitting it to charge tuition well below the cost of its educational and support service programs. Clearly, students would prefer

to receive the highest quality education available at the lowest cost, and therefore a public institution has a competitive advantage in being able to attract students from all economic groups. The system of tuition subsidization available to the public university imposes upon the State the responsibility to take such measures as it reasonably can to permit the maintenance of a strong nonpublic system of higher education.

The Regents believe that public policy is best served by maintaining a strong and viable alternative to public higher education, both because it affords students and parents choices in the mode of education and because nonpublic institutions are not as subject to short run enrollment limitations due to shifts in State program priorities and State financing capabilities.

The Regents are concerned over the condition of nonpublic institutions during the next decade, and their comments on aspects of the State University plan seek to promote ways in which private institutions can help meet public needs. They especially urge that the State University cooperate with private institutions in maintaining and operating admissions services, educational opportunity centers, and similar programs which benefit both public and nonpublic institutions. The Regents prefer that the State University and nonpublic institutions join as equal partners in operating programs that serve their mutual interests.

The Regents are also concerned with the State University proposals that seek to extend the scope of its educational programs into areas which are now being served by nonpublic institutions. For example, the State University proposes upper division, technical centers to accommodate transfer students from the 2-year institutions. The engineering schools and technical institutes of this State have the capacity and the interest to meet this need.

What is needed in this area is not a new institutional structure, but rather a program and mechanism which would permit 2-year college graduates to take advantage of the nonpublic resources now available.

The Regents support the State University's efforts to develop, slowly and deliberately, centers of doctoral excellence at the university centers. They do express concern about the extension of doctoral studies, in traditional disciplines, at the State University in areas where the nonpublic resources of the State are more than adequate.

Unit 1: The Consideration of the Recommendations of the State University's Master Plan

With the above expressed concerns, the recommendations of the master plan of State University are analyzed against the four criteria set forth in the introduction to the second division: (1) recommendations approved, (2) recommendations approved with condition, (3) recommendations deferred, and (4) recommendations disapproved. Unless specific approval is extended to any activity mentioned in the following review, no approval is implied or intended.

There were 88 recommendations made by the University for Regents response. Of the 88 recommendations made by the University, the Regents have approved 58 ; 22 were approved with condition; 6 were deferred; and 2 were disapproved. They are as follows:

APPROVED

I. The Students

A. The Points of Entry

1. Educational opportunity centers will be located in every major region of the State for the use of those whose educational



preparation has been deficient. The centers will provide appropriate counseling and diagnostic testing for college readiness.

Regents Position: APPROVED

2. Insofar as feasible, each community college of the University will guarantee, to every high school graduate in its service area, admission to a suitable program. The University will seek to influence students to consider the community college as an appropriate point of entry for post-high school education.

Regents Position: APPROVED

3. A deferred admissions procedure will be developed that will permit students to enroll at a campus of the State University and then pursue a period of work, service, or travel before formally coming to the campus for study.

Regents Position: APPROVED

4. A "step-out" program will be developed that will permit planned leaves of absence from formal study without academic penalty and will provide for periods of work, travel, and independent study and a subsequent return to the campus for the completion of the student's educational objective.

Regents Position: APPROVED

5. An experimental "contract for continued learning" arrangement will be introduced through which a student upon graduation, may develop a plan for continued learning through his work-career period, working in close consultation with a faculty mentor.

Regents Position: APPROVED

6. An "educare" program will be developed, in which an educational program for retirees will be offered on campus and in retirement homes and other places of easy access. Such a program will seek to overcome the financial and procedural barriers which often make continued learning during the later years inaccessible to many retired citizens.

Regents Position: APPROVED

A commendable concept which the Regents will support in the budgetary debate.

B. The Admissions Procedures

1. Regional college locator centers will be established to help prospective students assess their abilities for college study and to discover college opportunities in private as well as public institutions. The State University will welcome active participation by nonpublic colleges in the planning for and functioning of those centers.

Regents Position: APPROVED

2. The senior campuses will serve proportionately greater numbers of upper division students by continuing to move toward a 40-60 percent ratio between lower and upper divisions in order to provide ready access for transfer students.

Regents Position: APPROVED

3. A profile of students admitted and rejected will be prepared annually by each senior institution. Such profile data will be made available for the guidance of students and counselors,

and an active program of consultation with high school guidance counselors regarding admissions opportunities and criteria for admission at the senior campus will be conducted.

Regents Position: APPROVED

C. Student Cost and Financial Aid

1. A student financial aid program will be provided at the graduate as well as the undergraduate levels to assure that middle- and low-income students will not be penalized by the University's tuition schedule. Guidelines for financial aid will be the same for students attending community colleges as for students attending State-operated campuses. Additional financial aid and work study programs to help defray the cost of higher education for economically disadvantaged youth and adults will be continued and expanded.

Regents Position: APPROVED

D. The Enrollment Commitment of the University

1. The University projects enrollment at the State-operated campuses to grow at a rate of approximately 7,500 full-time equivalents per year, from 145,700 FTE in 1972-73 to 205,700 FTE in 1980-81.

Regents Position: APPROVED

2. The University projects enrollment on the community college campuses to increase at a rate of approximately 7,500 full-time equivalents per year, from 151,000 FTE in 1972-73 to 211,000 FTE in 1980-81.

Regents Position: APPROVED

3. The University projects enrollment in new and experimental programs to grow at a rate of approximately 4,100 full-time equivalents per year, from 1,700 FTE in 1972-73 to 35,500 FTE in 1980-81. This enrollment in Empire State College and in other new programs or special population sectors will be a component within the foregoing State-operated and community-college enrollments combined.

Regents Position: APPROVED

4. The University projects the following distributions of the full-time equivalent enrollments projected for 1980-81:

|                      |               |                   |
|----------------------|---------------|-------------------|
| University Centers:  | 30% Graduate, | 70% Undergraduate |
| University Colleges: | 10% Graduate, | 90% Undergraduate |

|                                 |               |                   |
|---------------------------------|---------------|-------------------|
| All State-operated<br>Campuses: | 18% Graduate, | 82% Undergraduate |
|---------------------------------|---------------|-------------------|

Regents Position: APPROVED

E. The Quality of Campus Life, Including Student Affairs

1. The arrangements for living on campuses and the social activities provided by the University will be based upon policies which encourage maximum communication among people; the removal of racial, economic, and educational barriers; and the building of greater understanding among students, faculty, and others who differ in social, cultural, and racial backgrounds.

Regents Position: APPROVED

2. Voluntary associations by any constituencies of the University are encouraged if such associations are established and used for the educational development of those involved and are consistent with existing law and University policy. In no instance, however, will such an association be permitted to exclude any individual of the campus from membership, participation in functions, or access to facilities because of race, religion, or ethnic origin.

Regents Position: APPROVED

Care must be taken that de facto exclusion does not occur through the actions of informal groups.

3. Experimental programs will be introduced which seek to break down the age barriers, which higher education currently reinforces, by encouraging people of various ages to move freely on the campus.

Regents Position: APPROVED

4. The University will assure that students will have available essential supportive services. Insofar as is possible, such services will be provided through or in conjunction with the community. Only where such arrangements are not available beyond the campus or when the use of community services will result in a burden too great for the resources of the community will the services be provided directly by the University.

Regents Position: APPROVED

II. The Academic Program

A. Precollege Programs

1. Additional "University in the schools" activities will be introduced and maintained in order to provide collegiate and precollegiate enrichment studies for students still enrolled in high school.

Regents Position: APPROVED

B. The First 2 Years

1. Amendment of the community college law and revision of administrative regulations will be sought by the University, where necessary, to align the community colleges more closely to the overall educational, administrative, and fiscal structure and program of the State University.

Regents Position: APPROVED

2. The 2-year colleges will experiment in developing expanded work-study programs through which students may interrupt their formal academic programs to pursue work experience and further learning through apprenticeship arrangements.

Regents Position: APPROVED

C. Baccalaureate Studies

1. Senior campuses will be encouraged to expand the "contract" study approach for selected students who, in extensive consultation with faculty, will outline a personal program of study specifically designed to meet individual interests and a clearly defined educational objective.

Regents Position: APPROVED



D. Graduate Studies

1. Credit for master's and doctoral degree programs among State University campuses will be increasingly coordinated so that master's work at one campus will be accepted for full credit in an appropriate doctoral program at other campuses.

Regents Position: APPROVED

2. Experimental nonresidential study programs for master's degrees will be developed in several carefully selected fields where such a pattern of study seems justified. The new programs will serve as pilot operations with carefully established standards and ongoing assessment of student progress and achievement.

Regents Position: APPROVED

3. Graduate study in new multidisciplinary and interdisciplinary fields will be encouraged without, at the same time, prejudicing the existing departmental structure through which essential advanced study must be achieved.

Regents Position: APPROVED

E. Health Science Programs

1. Preparation of new kinds of health professionals will be encouraged at each health sciences center and at other selected State University campuses in order to develop efficient health care teams.

Regents Position: APPROVED

2. New models of health care delivery will also be designed in order to meet more effectively the specific health care needs of the communities adjoining each of the University's health sciences centers.

Regents Position: APPROVED

The Regents expect that the results of such experimentation will be disseminated widely.

F. Teacher Education Studies

1. The undergraduate curriculum in teacher preparation will be reexamined and continued emphasis will be given to the practicum experience in the preparation of teachers.

Regents Position: APPROVED

2. The continuing education program for teachers will be expanded and improved, stressing the need for continued professional development through seminars, institutes, and class visitations which will be a part of, and not added to, the professional assignments of teachers.

Regents Position: APPROVED

3. Additional paraprofessional programs will be developed, especially in the 2-year colleges, geared to prepare people who will be able to assist the classroom teacher effectively in supportive activities.

Regents Position: APPROVED

4. The University will seek to balance the demands of student aspirations and societal needs in teacher education programs by encouraging interested students to enter programs for teaching the educationally handicapped and the culturally diverse.

Regents Position: APPROVED

G. International Studies

1. International studies programs to be developed will focus especially on non-Western areas of the world and on those European countries for which present University programs are largely undeveloped.

Regents Position: APPROVED

2. Funding for international education will be supplemented whenever possible through cooperative arrangements with public and private agencies. Budget support for all study-abroad programs will be at the average level granted to upper-division instruction.

Regents Position: APPROVED

H. The Length of Baccalaureate Study

1. An industry-education learning program will be developed for adults of post-high school age. Such work-study arrangements will seek to experiment with a 4-day work, 1-day study week model which will provide, through University planning, mini-courses, released time instruction, short-term workshops, and institutes to fill constructively the expanding leisure period.

Regents Position: APPROVED

III. The Professional Staff

1. The University will redirect its recruitment program to insure that information about State University and about vacancies in the University is made available to members of minority groups and to women. The University will continue to encourage minority group members and women to apply for positions with the University.

Regents Position: APPROVED

2. The candidate selection process for employment and for promotion will be carefully reviewed, especially the ways by which job

criteria are applied to individual candidates, to insure full equality of opportunity in the selection process.

Regents Position: APPROVED

3. The University will endeavor to see that any existing inequities in salaries or in opportunities for tenure and promotion for women and minority group members who are presently members of the University staff are not continued.

Regents Position: APPROVED

4. The number of distinguished teaching professorships within the system will be expanded.

Regents Position: APPROVED

5. The number of distinguished research professorships will be expanded to give special recognition to the value of independent advanced research and artistic endeavors.

Regents Position: APPROVED

6. Special attention will be given to securing professional staff whose training, experience, and teaching skill uniquely equip them to serve students from culturally different or educationally disadvantaged backgrounds.

Regents Position: APPROVED

#### IV. Resources for Learning

##### A. Library

1. Development of excellent libraries throughout the State University of New York will continue to have a high priority, and they will continue to be the central and primary learning resource for campus and noncampus study.

Regents Position: APPROVED

2. State University's libraries will be available to Empire State College students, to students registered in other life-long learning in off-campus programs, and insofar as possible, to the general public in each community.

Regents Position: APPROVED

V. Research

A. Scholarship and Research

1. The dissemination of research and scholarship will be extended by modifying the University's copyright and patent policies in order to bring the scholarly and creative activity of its faculty to full public benefit.

Regents Position: APPROVED

VI. Interinstitutional Relationships

A. Collaboration with Nonacademic Institutions

1. Among its commitments to public service, the University will especially seek opportunities to serve educational and other public purposes at the same time, by rendering specialized education and training to personnel of nonacademic institutions and by enabling its own students to assist those institutions during study in their operating locations.

Regents Position: APPROVED

2. Regular studies of manpower trends and of the needs of the major public and private institutions of the State and the localities will be used to guide periodic revisions of the University program so that those institutions can effectively draw their personnel from among the graduates and former students of the University.

Regents Position: APPROVED

B. Cooperation Among the Campuses of the University

1. The State University will continue to organize itself regionally into four major coordinating areas and to develop subregions within each area as educational and administrative needs so determine.

Regents Position: APPROVED

2. Staff support from the chancellor's office will be made available to each region to support project activity.

Regents Position: APPROVED

3. Councils composed of all campus presidents in a region will be responsible for determining overall regional policy and will give general impetus to cooperative endeavors.

Regents Position: APPROVED

C. Collaboration with Other Institutions

1. State University of New York will participate actively in regional and statewide interinstitutional planning by working cooperatively with the regional advisory councils and conforming to the guidelines developed by the Board of Regents and under the general administrative jurisdiction of the Commissioner of Education.

Regents Position: APPROVED

2. Within a framework of guidelines and statewide higher education plans developed by the Board of Regents, the State University will encourage and contribute to the development of cohesive plans and joint policies for the entire public sector of higher education, and especially will seek consistency between its own plans and those of The City University of New York.

Regents Position: APPROVED



VII. Governance

1. The Council of Presidents will serve as an advisory cabinet to the chancellor in matters of emerging new policy or universitywide administrative affairs.

Regents Position: APPROVED

2. Universitywide advisory units representing the faculty, students, and nonteaching professionals will be designated or strengthened for the purpose of formulating and communicating to the chancellor the views of all prime constituents. The chancellor will consult with each group regularly on questions of important policies and actions of the University.

Regents Position: APPROVED

3. The University will clarify the role of the college councils in governance, with particular reference to their responsibility to develop and maintain mutually valuable relationships between the campus and its surrounding community, and to implement University policies on the campus in the most effective ways.

Regents Position: APPROVED

4. The University will distinguish between the functions of governance carried out as described above and the process of collective bargaining. The University will not formally recognize any agent for both purposes concurrently.

Regents Position: APPROVED

### VIII. Accountability

1. Opportunity for the public to become better informed on, and thereby have more accessibility to, the activities of the University will be facilitated by extending the University's use of the media, by developing offices of alumni relations at the campuses and within the central administration, and by encouraging college councils and alumni chapters to bridge the gap between the campuses and the local communities.

Regents Position: APPROVED

2. Campuses will be encouraged to increase the accessibility of their facilities and other resources to the general public when they are not being fully utilized by registered students.

Regents Position: APPROVED

#### APPROVED WITH CONDITION

### I. Academic Programs

#### A. The First 2 Years

1. The agricultural and technical colleges will be renamed technical colleges to reflect their broad and changing mission. They will continue to offer education in agriculture, which will be one of many specialized programs falling within their emphasis on applied sciences.

Regents Position: APPROVED WITH CONDITION

Approval of this recommendation is in principle only. Specific amendment to the master plan will be required to either rename or alter the nature of the agricultural and technical colleges. The Regents anticipate that priority will be given to their recommendations concerning the role of agricultural and technical colleges. (See pp. 24-25 of this document.)

2. High-cost, low-enrollment programs in the 2-year colleges will be reviewed, and appropriate recommendations for the phasing

out or consolidation of such programs will be made, where such action is justified educationally and fiscally.

Regents Position: APPROVED WITH CONDITION

Each such action should be presented as an amendment to the master plan. Programs should not be eliminated on the basis of cost alone.

B. Baccalaureate Studies

1. New and expanded programs in the arts will be developed in areas such as arts administration, criticism, and emerging art forms at both the graduate and undergraduate levels at appropriate campuses, taking advantage of existing campus and community resources.

Regents Position: APPROVED WITH CONDITION

Specific approval must be obtained for each such program through amendment to the master plan.

2. The time-shortened baccalaureate program will be established as the basic degree program for one or more of the State University's undergraduate colleges.
3. A time-shortened baccalaureate degree program will be introduced on additional senior campuses of the University, as an option, with a proportion of the students so enrolled.

Regents Position: APPROVED WITH CONDITION

Specific approval must be obtained for each such program through amendment to the master plan.

4. A "classical college within the college" will be developed on the campus of one or more of the existing senior colleges. This "new" collegiate program (with a traditional design) will have a clearly defined 4-year curriculum which focuses on sharply

defined content objectives. It will provide an alternate option in contrast to the open elective trend and may be extended to all senior campuses in the future.

Regents Position: APPROVED WITH CONDITION

Specific amendment to the master plan will be required for the establishment of each such college.

5. High-cost, low-enrollment programs at the senior campuses will be reviewed, and procedures will be developed for the phasing out or consolidation of such programs where such action is justified both educationally and financially.

Regents Position: APPROVED WITH CONDITION

Each such action should be presented as an amendment to the master plan. Programs should not be eliminated on the basis of cost alone.

C. Graduate Studies

1. Lifelong-learning graduate opportunities will be developed to accommodate the need of many persons for continued study after graduation in order to keep abreast of new developments in their fields.

Regents Position: APPROVED WITH CONDITION

Specific master plan amendment submission required.

2. Procedures will be developed for the periodic review of existing programs, providing for the elimination or consolidation of such programs when justified educationally and financially.

Regents Position: APPROVED WITH CONDITION

Specific approval must be obtained for each such program through amendment to the master plan.

#### D. International Studies

An extensive programmatic and financial review of offerings in international studies will be made universitywide. Based on these reviews, some programs will be eliminated, others will be combined, and still others will be developed, as justified educationally and financially.

Regents Position: APPROVED WITH CONDITION

Specific approval must be obtained for each such program through amendment to the master plan.

#### II. Location of Learning

1. Experience gained through travel may be considered a part of the collegiate program of the student, provided the activities have been carefully planned, the experience is related to a clear educational objective, and methods of evaluation are rigorously applied.

Regents Position: APPROVED WITH CONDITION

Such a policy, however desirable, must be registered with the State Education Department for its validity. Specific proposals for particular programs must be presented.

2. Special universitywide, off-campus study centers are proposed which will accommodate students from any campus of the University wishing to focus on a special problem of study. The following off-campus study centers are identified as possibilities:
  - a) An Urban Study Center in New York City which permits students to examine for a period of time the problems of the City as well as to benefit from the rich cultural resources found in the urban areas.

- b) A Center for Federal Government Studies, to be located in Washington, D. C., which will be available to students wishing to study national and international affairs and processes of government. Such a center will build upon the Washington semester program already developed within the University.
- c) A Center for State Government Studies in Albany which is available for students interested in studying government and decision making at the state level.
- d) A Center for Rural and Migrant Studies, available for students who are interested in aspects of rural life in America, agricultural problems, and the special issues relating to migrant workers and migrant worker education. Such a center could build upon the activities of the Center for Migrant Studies, located at Geneseo.
- e) A Center for Environmental and Ecological Studies. This program for off-campus study will focus on problems of the environment, taking advantage of the great natural resources in the State University. The center will draw upon the physical and the faculty resources now found at a number of institutions throughout the State University of New York. These resources will be brought together in a special way to provide for a planned program of off-campus study.

Regents Position: APPROVED WITH CONDITION

The Regents appreciate the advance notice of possible future amendments to the University's master plan. They will welcome specific proposals for review when they are ready for consideration.



### III. Facilities

#### A. The Emerging Colleges

1. State University College at Herkimer-Rome-Utica will develop as an upper-division and first-year graduate college focusing especially on local and regional needs in technological and applied studies. The new campus will be considered a regional educational center, drawing upon the resources of other established campuses within region 2, demonstrating an arrangement by which an institution can draw upon a network of learning resources in an area to serve a special educational objective.

Regents Position: APPROVED WITH CONDITION

The Regents reaffirm their approval of Herkimer-Rome-Utica as an upper division college. They will require more specific information about what is meant by the rest of the recommendation.

2. State University College at Old Westbury will provide on-campus study for students emphasizing especially the educational pattern needed to serve a broad range of educational and social backgrounds. In addition, Old Westbury will participate in a "campus-in-dispersion" program which will provide a network of study centers to serve the population of Long Island, focusing especially on the transfer student from the regional community colleges.

Regents Position: APPROVED WITH CONDITION

The Regents favor locating learning centers conveniently for the uses. However, each "study center" to be established by Old Westbury must be approved for program and exact geographic location through amendment to the master plan.

B. Specialized Colleges

1. The Maritime College will develop new programs related to water environments and transportation to augment and build upon the present program.

Regents Position: APPROVED WITH CONDITION

Specific amendment to the master plan will be required for each such program.

2. The New York State College of Ceramics at Alfred University will alter or augment its undergraduate and graduate programs to reflect new changes in industry and technology.

Regents Position: APPROVED WITH CONDITION

Specific amendment to the master plan will be required for each such program.

C. Location of Learning

1. The establishment of a "nonresident" program will be considered by each campus of the University. Such a program of study will identify off-campus study arrangements, and students will be encouraged to pursue at least part of their collegiate study through such arrangements.

Regents Position: APPROVED WITH CONDITION

Specific amendment to the master plan will be required for each such program.

IV. The Quality of Campus Life, Including Student Affairs

1. A limited number of residence halls will be made available to retirees on a selected number of University campuses.

Regents Position: APPROVED WITH CONDITION

Discrimination may not be practiced on the basis of age.

V. The Professional Staff

1. Adjunct professors will be recruited for specialized programs where unique skills or experience are needed. Such faculty will be selected using criteria which differ as necessary from traditional requirements of formal advanced training and research.

Regents Position: APPROVED WITH CONDITION

When such personnel have been appointed they should not be discriminated against for salary increases or promotional opportunities.

VI. Interinstitutional Cooperation

A. Collaboration with Other Institutions

1. The University will assist actively in the carrying out of interinstitutional operations, once planning has been completed. Such projects may be appropriately funded through the budget of the State University of New York.

Regents Position: APPROVED WITH CONDITION

It is premature to suggest funding arrangements.

VII. Research

A. Scholarship and Research

1. Additional universitywide research centers will be established, especially in the humanities, the social sciences, and in the field of educational theory and practice. Specific consideration will be given to the establishment of the following:
  - A universitywide center for the study of aging;
  - A universitywide center for urban studies;
  - A universitywide center for society and the arts;

A universitywide center on teaching and learning, with special emphasis on the teaching of the culturally different and the educationally disadvantaged, particularly at community colleges; and

A universitywide center for public policy studies which would examine major public policy problems in the State and its communities, and also sponsor institutes and forums which would bring together public and private leadership in the State with University personnel to pursue contemporary problems and long-term policy and directions.

Regents Position: APPROVED WITH CONDITION

Consideration and planning is approved. Such establishment will require specific amendment to the master plan.

VIII. Resources for Learning

A. Educational Technology

1. State University's Educational Resource Library will serve as a center for instructional materials. The library will develop correspondence courses for independent study and a library of audio cassette tapes to be used for instruction by campus and nonresidential students.

Regents Position: APPROVED WITH CONDITION

Such developments must be coordinated with the 3R's system.

DEFERRED

I. The Academic Program

A. The First 2 Years

1. Local areas which currently meet University criteria for establishing and maintaining a community college (Albany, Saratoga, Chemung, Cattaraugus Counties) will be encouraged to provide opportunities for community college study, either independently or jointly with adjoining jurisdictions.

2. Community colleges in heavily populated sponsorship areas or in areas with dispersed populations (Nassau, Suffolk, Oneida, Erie, Niagara, Monroe, Onondaga, Westchester, Franklin, Essex Counties) will be encouraged and assisted to continue the development of multicampus operations.

Regents Position: DEFERRED

The Regents urge the University to continue its studies in these areas and to present specific proposals as appropriate.

B. Baccalaureate Studies

1. Recognizing the increasingly critical place of communication in today's world, new programs in communications fields, including journalism, will be encouraged.

Regents Position: DEFERRED

While the Regents realize the importance of journalism education, they defer action on this recommendation pending a specific program proposal submission for their review.

C. Graduate Studies

1. Credit for master's and doctoral degree programs among State University campuses will be increasingly coordinated so that master's work at one campus will be accepted for full credit in an appropriate doctoral program at other campuses.

Regents Position: DEFERRED

The Regents defer action on this recommendation pending clarification of the program fields to be included and the mechanisms to be utilized.

2. Plans will be drawn for the development of Universitywide doctoral programs in selected fields which will draw upon the resources of faculty and facilities across the entire system.

Regents Position: DEFERRED

The Regents support the State University's efforts to slowly and deliberately develop centers of doctoral excellence at the university centers while taking into full account the doctoral programs existing in nonpublic institutions. The Regents, therefore, defer action on this recommendation pending the submission of specific program proposals are submitted to the Regents for review. The Regents will review these program proposals in light of the findings of the current Regents Doctoral Commission.

## II. Facilities

1. Space utilization standards will be revised so that campuses will be used at 118 percent of originally projected capacity.
2. Size of Program in Student (FTE) Capacity

|                                                                                                                                   | <u>State-<br/>operated<br/>Campuses</u> | <u>Community<br/>College<br/>Campuses</u> | <u>All<br/>Campuses</u> |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------|-------------------------|
| <u>Total Capacity in FTE</u><br>Required by 1980-81                                                                               | 205,700                                 | 211,000                                   | 416,700                 |
| <u>Less:</u> capacity of<br>existing facilities,<br>those under construc-<br>tion, and those for<br>which funding is<br>committed |                                         |                                           | 331,434                 |
| <u>Difference:</u> FTE capacity<br>of 1972-80 develop-<br>ment program                                                            |                                         |                                           | 85,266                  |

Regents Position: DEFERRED

The Regents defer action on the facilities goals of the University pending submission of more specific information concerning the 1972-80 period.

## DISAPPROVED

### I. The Students

#### A. The Points of Entry

1. Transfer from a 2-year college to a senior campus will be guaranteed to all students completing an associate degree



program and desiring to continue toward a baccalaureate degree. The campuses in each State University coordinating area will be primarily responsible, as early as is feasible, for ensuring that this commitment is fulfilled for graduates of the 2-year colleges within the area.

Regents Position: DISAPPROVED

The Regents are disappointed that the State University has not carried through its commitment to full opportunity educational access and mobility. This can only be brought about by providing community college graduates preferential transfer opportunities implemented on a statewide basis through the admissions mechanisms of the University.

## II. The Academic Program

### A. Baccalaureate Studies

1. Baccalaureate programs in technical and applied studies will be developed at a college center in each regional area for transfer students. These centers will draw on both the public and private colleges in the region as well as on community and regionally based business and industry.

Regents Position: DISAPPROVED

The Regents recognize the need for creating transfer opportunities for A.A.S. program graduates; but they also realize that there is an unused capacity in private 4-year technical institutions in the State. The Regents therefore disapprove this recommendation pending the development of specific mechanisms which will more fully utilize all resources available in the State for technical education, both public and private.

## Unit 2: The State University's Responses to the Regents Priority Concerns

### 1. Economics and Financing of Higher Education

State University expresses its support for 2 years of universal post-secondary education and commits itself to maintaining a minimum

cost to the student for those 2 years. The University recognizes that throughout this decade the student will continue to share in the cost of his education, but expresses its confidence that the State will accept the primary responsibility for support of higher education at the various levels.

In order to assure that the projected rate of enrollment growth will be financially feasible, the University has examined the 1972 5-year revenue forecasts of the State government, extended those forecasts through 1980, and projected the consequences if the University were to continue to receive the 1972-73 percentage of State tax revenues throughout the period. Results of this comparison, together with coming productivity improvements through managerial and innovative programs, indicate that the plan is financially feasible.

The University will apply more stringent priorities to its capital development plans, will achieve optimum utilization of space, and will reduce unit costs of instruction and/or increase student credit-hour productivity.

The University will coordinate its administrative and fiscal structure among the community colleges and the senior campuses, and will seek, through legislation, amendment of the community college law and revision of administrative regulations for this purpose.

2. Financial Aid to Students

The University will continue efforts to provide undergraduate and graduate aid programs, utilizing the same guidelines for both community and State-operated colleges, to help defray the cost of higher education for economically disadvantaged youths and adults. These programs will assure that middle- and low-income students will not be relatively

penalized. Provision is promised for aid to needy students enrolled in certain programs which involve costs supplemental to the cost of instruction.

3. Higher Education as a Lifelong Opportunity

The University no longer recognizes higher education as occurring within a concentrated period, but recognizes the need for higher education to proceed, in an informal as well as formal manner, through the precareer periods, the living-working periods, and the retirement periods of life. The University will develop formalized but flexible means whereby its capabilities can be used throughout an individual's lifetime. Within and among its existing campuses and programs, the University will establish programs which extend opportunity to secondary school students capable of rapid achievement. The University will provide undergraduate and graduate opportunities for continued study, retraining, and cultural enrichment of post-high school working adults. The University will also establish cooperative arrangements with groups and agencies serving retired persons.

A deferred admission program will be established assuring college placement, and also encouraging students to engage in work experience and/or travel before they enter higher education. Intermittent periods of leave will be provided to allow for work, travel, independent study, and planned leaves of absence from formal study for appropriate supplementary education, without arbitrary penalty or disadvantage to the student upon readmission. Community colleges, especially, will be encouraged to develop transitional programs, under which the student leaves college before completing his program and pursues both work experience

and further learning through an apprenticeship. The campuses will further develop offerings especially adapted for adults and will make them more accessible to students of all ages; included will be mini-courses, released-time instruction, short-term workshops, and other specially designed offerings. High priority will be placed on continuing education for health care personnel, both on campus and by means of television and independent study. Continuing education programs will thus be made an integral part of the academic programs of the health sciences centers to help maintain high quality services. The University will conduct experimental long-term programs whereby a graduate enters into a commitment or "contract" for continued learning, with special counseling and planning by faculty.

4. Humanistic Values in a Changing Society

a. Open Admissions

The clientele of the State University is identified as every high school graduate of the State who applies, although provision of vocational and college preparatory activities for nongraduates is mentioned. The Educational Opportunity centers (proposed to be formed by merging the present urban centers and cooperative college centers) and the community colleges, with high priority placed on guidance and counseling, are those units of the State University with the greatest responsibility for implementing open admissions.

Admission to the senior campuses will be based on four criteria: academic ability, special arts talent, service needs of a region, and the campus commitment to extend educational opportunity. Each senior

campus will develop a plan based on the four criteria, and will prepare annually a profile of students, admitted and rejected, for use by students and high school counselors.

The University accepts the responsibility of assisting or preparing or training students who are not prepared "culturally, socially, academically, or financially" for college study. Special attention is directed by the University to securing faculty with interests and skills appropriate to the needs of students from culturally different or educationally different backgrounds.

Especially emphasized are (1) the need for research and experimentation in developing means of assessing academic ability which are more valid and reliable than the present test scores and secondary school records, (2) the proposed development of a multiple-choice, preferential application process to best match the student to the college, and (3) the planned establishment of "locator centers" to guide applicants to appropriate public or private institutions. State University proposes an educational opportunity center for each region to provide counseling, testing, readiness preparation, and placement assistance.

Although the agricultural and technical colleges will continue to emphasize technical and applied learning, they will offer access to liberal arts education for those students who cannot find a course of study within commuting distance of their homes.

b. Curriculum Relevancy

To move the student beyond the conventional class-study environment, to amplify knowledge acquired through a lecture-discussion, and to expand traditional print-based resources, the University promises an increase in the modes, methods, and means of instruction.

Consideration will be given to a uniform calendar, within which campuses would be encouraged to develop flexible smaller units of study to meet the needs of subject content and student scheduling.

Greater use of the cultural resources of the large cities, including New York and Washington, is proposed by means of study centers, varied living-learning designs on the campuses, increased provision for independent study and research activity on all levels, further development of the "contract" learning principle, and the recruitment of adjunct faculty for specialized programs where experience or unique skills are required. In the 2-year colleges, especially, flexibility in scheduling and content will be emphasized, with special attention to the needs of working adults.

In addition to an urban study center and a center for federal Government studies, the University proposes a center for urban and migrant studies and another for environmental and ecological studies.

Selected programs on various levels in areas of need and interest will be developed based on special campus strengths to avoid duplication and program competition. Examples of these programs are technical and applied studies, arts administration and criticism, communication and journalism.

Great emphasis is placed by the University on continuing review of curriculums by all units on all levels, in order to insure that each program continues "to reflect the current knowledge and changing demands"



appropriate to its discipline, and maintains flexibility and variety appropriate to its diverse student clientele. Continued development of multidisciplinary and interdisciplinary programs is promised, but with care to see that the programs correspond to the needs of society, and, on the graduate level, that they do not prejudice the existing department structure. A commitment is expressed to optimal flexibility in requirements for admission to, and completion of, graduate programs. The central staff will review high cost-low enrollment programs and provide for phasing out or consolidation, as appropriate. Campuses concerned with graduate education will identify new fields of study occasioned by developing knowledge and emerging social concerns.

A strong commitment is made to a stringent programmatic and financial assessment of international programs on all campuses to insure realistic and sharply defined goals, proper balance (e.g., between Western and non-Western studies), more representative groups of visiting students and professors, and the broadest possible opportunities for University students to participate in foreign-study programs. Cooperative funding through public and private agencies, as well as University support, will be sought for study abroad programs.

New institutional patterns are developing within the University: upper-division and first-year graduate technical offerings at Herkimer-Rome-Utica; the "campus-centered college in dispersion" at Old Westbury; the education of performing artists in a liberal arts context at Purchase. New and unique institutions will be supplemented

by regional cooperation and articulation arrangements and by the learning centers of Empire State College in each of the four coordinating areas.

Finally, in order to meet the needs of the intellectually and artistically gifted student, each senior campus will be urged to consider the creation of an honors college. At least one undergraduate college with a clearly defined 4-year arts and science curriculum -- an alternative to the open elective trend -- will be established, and the number of distinguished teaching professorships within the University will be expanded.

c. Teacher Education

The absolutely essential role of good teaching in the schools is reexamined by the University, as is its commitment to the recruitment and careful selection of excellent candidates for teaching. State University will prepare teachers who are not content to accept schools as they are, but who will plan for, and facilitate responsible change. Curriculums, and especially the practicum experience, will be reexamined in cooperation with the educational community. Early and continuous counseling will be provided for those possessing a desire to enter teaching. Student interests and societal needs will be increasingly balanced by encouraging preparation for teaching the educationally handicapped and the culturally diverse.

The University will enable and encourage teachers in the field to renew or improve their professional competence with new and innovative post-baccalaureate offerings, including seminars, institutes, and class visitations, which are increasingly seen as part of the

professional assignments of teachers. For graduate students, especially doctoral candidates, planning a career in college teaching, collegiate internship programs will be established.

A more sharply defined policy toward regular evaluation, and more proportionate sharing in the financial support of campus schools by the local school district is announced, and the rationale for the existence of the campus school is stated: to operate "special programs or experimental or innovative activities, essential to teacher education, which cannot be conducted in the public schools."

The 2-year colleges, particularly, will be encouraged to develop appropriate training programs for paraprofessional school personnel.

5. Vertical and Lateral Mobility in the Educational Continuum

The State University's responses to this priority concern, center on two main points of emphasis: (1) greater coordination between the University and the high schools for students capable of rapid advancement to college level work and (2) the function of the community colleges as entry points to higher education; i.e., preparing many of their students for transfer to senior institutions; transfer to a senior college within the community region is guaranteed. The senior colleges will be required to make regular reports of their transfer admissions policies.

Additional specific responses are provision for deferred admission, for interrupted or intermittent higher educational programs, for serious exploration of, and establishment of, the time-shortened baccalaureate degrees on a limited basis. Through increased coordination of masters and doctoral programs, master's degree work done at one University campus will be fully acceptable for an appropriate doctoral program at a University center.

All campuses will be urged to reexamine systems for evaluating learning experience off campus for degree credit.

The colleges of arts and science will continue to work toward the State University goal of a 40 percent lower division -- 60 percent upper division ratio.

6. The Governance of Higher Education

While expressing the necessity of broad participation of the University community in governance, the State University clearly states that primary responsibility for governance rests with the board of trustees; that University policy, and the resultant program coordination and administrative tasks, are the responsibility of the central staff under the chancellor; that the chancellor and the campus presidents have responsibility for direction of operations in their respective spheres, but that well-organized mechanisms exist for consultation by the chancellor and the presidents with their major constituencies. The role of the campus councils in the structure of University governance is to be clarified.

The University will establish representative advisory bodies, including a Council of presidents, serving as an advisory cabinet to the chancellor, a faculty council of community colleges, a student delegate body, and a delegate body representing alumni; these bodies will be consulted by the University with reference to matters in which they have concern. Greater efforts will be made toward easy communication between the campuses and the central administration. The distinction between governance and the process of collective bargaining will continue to be observed.

Efforts will be made to increase understanding among groups of students on the campuses, between students and the local communities, among age groups, and among faculty and students. The University will look favorably

on establishment of an office of ombudsman by campuses. An evaluation of the climate for learning will be conducted on each of the campuses utilizing the attitudes and opinions of faculty, staff, and students.

The University encourages voluntary associations of groups within the University for educational purposes, to the extent that they are consistent with its policies. However, the University will in no case permit exclusion from membership, participation, or access to facilities based on race or ethnic origin or religion.

Campus rules and regulations will be understood to apply to students' conduct only in their capacities as students.

In regard to faculty, the University commits itself to review, with full faculty participation, the existing tenure system to explore the use of measures for assessing faculty productivity, to reevaluate critically its recruitment and candidate selection processes, and to insure full equality of opportunity in terms of hiring, promotion, and compensation.

It is proposed that nonteaching professionals be provided with opportunities for increased professional development, improved job security, and continuous evaluation. The vital role of nonprofessional personnel is to be stressed, and each campus will be encouraged to involve them more fully in its overall program. An "equal opportunity" program for all employees of the University is proposed with special emphasis on educational and training opportunity.

7. Development of Complementary Institutional Relationships

Regionalism within the State University, based on four major coordinating areas and subregions as appropriate, will have a threefold purpose: (1) more efficient and effective use of resources; (2) improved admissions and mobility patterns; and (3) improved public service to the communities and

the regions. The University will explore affiliate relationships with other higher education institutions for resource sharing toward common purposes in such areas as library services, computer facilities, faculty, and other specialized talent.

The State University indicates its active participation in regionalism for both planning and operations based on guidelines prepared by the Board of Regents. It will seek consistency between its own plans and those of the private sector and of The City University of New York. The University emphasizes its conviction that regionalism should be unstructured, emerging as many working relationships under the encouragement of the central staff.

The central staff will bring artists and scholars together to serve clusters of colleges in a region. The University center libraries will become depositories for colleges within their coordinating areas. Coordination of graduate efforts among University campuses will be encouraged, involving movement of faculty and students among campuses, and the development of universitywide doctoral programs. Medical colleges will make the highest use of surrounding health care and academic facilities and capabilities. The University will encourage and facilitate the direct involvement of its personnel and students in business, government, and social service. This will be done by providing training and, where appropriate, by supplementing its faculty with outside professionals.

The concept of the one-plus-one format for 2-year colleges -- 1 year of liberal arts, followed by 1 year of specialized study at another college in health care, engineering, public service, journalism, etc. -- will be developed.



8. Delivery Systems for the Teaching/Learning Process

a. The External Degree

The University indicates the opportunities for off-campus study will be offered both through the learning centers of Empire State College and on established campuses; that efforts will be made to establish some external degree activity through a "nonresident" program in relation to each campus. Internships, social service assignments, and properly planned travel related to a clear educational objective, all rigorously evaluated, will be eligible for degree credit.

Nonresidential master's programs in selected fields will be developed on a pilot basis. They will be subjected to ongoing assessment for student progress and achievement.

b. Technological Aids and Devices

The State University's response to this area of concern is mainly in the application of computer technology and educational television. The University reports that consolidations of computer installations have been achieved; that statewide and regional centers are serving academic research, instruction, and libraries; that the ability to interface with national network is being built into its systems.

The New York Network, in addition to serving as the technical coordinating unit for all educational television in the State, is to be the instructional center in this medium for both campus and off-campus students of State University.

The expanding use of computers is forecast at dispersed off-campus training centers, as well as at resident campuses. For this reason, the University strongly urges the State of New York to establish a more modern, comprehensive statewide communication network.

c. The Role of the Library

The State University reaffirms its commitment to excellence in library development. All of the University's libraries will be encouraged to develop cooperative services with other libraries. The regional approach involving cooperation with both private and public institutions will be used not only to reduce needless duplication, but also to increase the variety of titles available in an area, while maintaining at each campus the library resources necessary for its own program. Empire State College students will have access to all of the University's libraries. The University center libraries will be central depositories for all campuses within their coordinating areas, especially in specialized or high-cost areas.

In the future, applications for approval for development of new programs are to include provision for library resources. Moreover, formulas for funding of the University's libraries will allow for extramural users as well as regional and statewide program usage.

The University sets fall 1974 as the operational date for two library computer centers to serve all academic libraries in the State, with provision for shared cataloging, interlibrary loans, and union catalog book listings. Coordination with regional networks is planned; tie-in with a future national network is possible.

Through its Educational Resource Library, the University will make available among campuses televised tapes, independent study materials, and computer assisted programs.

9. The Role of Research

The State University will seek excellence in scholarship and research, but will increasingly recognize excellence in teaching, especially on

the undergraduate level. This balanced approach to the role of research is articulated (1) by the recognition that distinguished and pioneering research requires special commitment and abilities and (2) by the statement that some faculty will be committed exclusively to research. A system of distinguished research professorships is proposed for independent advanced research and artistic endeavors. Advanced and specialized research capability will continue to be emphasized on the senior campuses.

University research centers, oriented toward long-range social concerns-- aging, urban problems, educational theory and method, society and the arts, public policy--will draw upon resources throughout the University system and will represent a network of research activities focusing on the special problems identified.

In response to this priority concern the University reaffirms that its advanced and specialized research will focus on two roles of research: advancement of learning in a particular discipline and applied interdisciplinary research in areas of social importance.

Research in the teaching-learning process will be supported by allocations of money to each of the community colleges. On all levels, faculty will be encouraged to develop the students' opportunities for independent study and research; on the undergraduate level this will mean supervised research and encouragement of skills related to discovery, classification, and extension of human knowledge.

The possibility of developing a New York State interinstitutional university press is to be explored, to involve merging the State University's publication program with one or more public or private universities.

10. Manpower Shortages and Surpluses

The University mentions specifically the responsibility for service to society through the meeting of manpower needs in reference to the 2-year colleges, which prepare a large proportion of their students directly for the occupations; the arts and science colleges with properly articulated preprofessional and professional programs; the medical colleges; and the specialized colleges. The University emphasizes, however, that all such programs, on all levels, for whatever occupation or profession, shall be continually subjected to intensive review to insure that in quantitative and qualitative terms the programs remain appropriate to the changing needs of society. Upper division collegiate centers in technical, applied science, and highly specialized programs will be created. The University will intensify its career counseling in the light of the findings of manpower studies.

State University will avoid, however, the advancement or withdrawal of major program investments in response to fluctuations in manpower needs, and will reserve such shifts until they have been justified by major and sustained trends.

The health sciences, and meeting the critical health care needs of the State and Nation, represent a special area of concern to the State University. Of chief importance for the planning period will be closer integration among the health sciences centers of the University and health related programs at other campuses within and outside the University. They will jointly assume new roles tailored to the changing health care needs of society and responsive to technological change as well as to increased humanistic awareness.

These will include training new health practitioners of all types, implementation of model programs such as those for team care, expansion of the career ladder concept, shared educational experiences in health care fields other than their own for familiarization, and the design of new managerial and analytical programs toward control of spiraling medical costs. At the same time the University will maintain its critical basic and clinical research programs, increasingly assume responsibility for clinical experience at the residency level, and continue its efforts to shorten periods of training while improving quality and competence.

The specialized colleges - agriculture, human ecology, industrial and labor relations, veterinary medicine, forestry, maritime, ceramics -- will continually reexamine their missions in regard to the needs of the times, while respecting the purposes for which they were established.

11. Special Community Services for Higher Education Institutions

The State University commits itself to seek improved community relations by increasing public accessibility to its resources and facilities and by encouraging greater faculty and student participation in areas of community concern.

In making available essential services to students, the University will seek to make arrangements within the community. Only when needed services are not available, or when their use would result in an excessive burden on the community, will the University provide such services directly. The University will seek to separate itself from the manager-tenant relationship, insofar as possible.

The University's libraries, in a manner consistent with its priorities, will be made increasingly available to the public. The University will bring the scholarly and creative activity of its faculty to public

benefit through publication and through the various media, including those of commercial firms, taking due care that "public resources are not expended for private benefit."

New models of health care delivery will be designed to better meet health care needs of the communities located near each of the University's health sciences centers.

Most important, however, the State University will seek to bring to bear the expertise of its professional staff upon the public policy problems of the State and its localities, undertaking major advanced-study projects where possible and appropriate.

#### REGENTS POSITION:

The Regents position on the response of the State University of New York is more in the nature of comment rather than the formal judgment, as in the case of the recommendations. The positive and constructive approach evidenced in the response to the 11 priority concerns is indeed gratifying. The Regents are generally in agreement with the concepts enunciated and are especially pleased at the action-oriented nature of the proposed plans to meet the problems and issues raised in the discussion of the priority concerns.

An example of compatible concepts is found in the finance area, for the Regents concur that although the State has the primary responsibility for the support of higher education, the student, based on his ability to pay, should assume an equitable share of the cost. The plans for increased accountability enumerated for this area illustrate the "how to" portion of the response.

The Regents are encouraged by plans for deferred admissions programs, intermittent periods of work, travel, and independent study that will provide additional access points to all age groups, eliminate the lock step, and provide individually tailored programs.

This, coupled with the plans to improve the relevancy of all programs and the establishment of honors curriculums, should insure the diversity and quality of the University's program offerings.

One apparent gap in the University's response is in the area of vertical and lateral mobility. The plans put forth for increasing the vertical mobility are encouraged by the Regents, but little attention is given to the need for increased lateral mobility to enable students whose career goals change to adapt with the minimum dislocation and loss of credit.

The straightforward affirmation of the role of the trustees and the powers and responsibilities of the Chancellor and the presidents is admirable and exemplifies the responsible character of the responses. A further illustration is the stated policy of the University in relation to manpower needs.



"State University will avoid, however, the advancement or withdrawal of major program investments in response to fluctuations in manpower needs, and will reserve such shifts until they have been justified by major and sustained trends."

Since other aspects of the University's response to the Regents priority concerns have been treated elsewhere in the statewide plan, they are not repeated here.

The Regents look forward to working with the University in providing substance to these plans and await with interest the rate of implementation to be contained in the 1974 progress report.

SECTION 2: The Review and Analysis of The City University's Master Plan

The Regents share with the members of the Board of Higher Education the priority educational objectives the latter articulate for The City University of New York.

The Regents acknowledge that The City University has, in its open admissions program, undertaken an educational mission critical to the future of the city and to the future of the City's young people. The Regents fully expect that The City University of New York will devote this next quadrennium to further improving its open admissions programs. This effort will require that the University do more than it has done to increase the retention of open admissions students. The Regents expect that the Board of Higher Education will actively pursue new arrangements with the City's high schools to transfer part of the remediation and compensatory education efforts back to the high schools, so that students who enter City University are better prepared to complete its programs, with minimum time devoted to remedial and catch-up efforts.

The Regents applaud the Board of Higher Education's recognition of the University's responsibility for improvement of its teacher preparation programs. As the direct beneficiary of the city school system's efforts, the University

has the primary responsibility for assuring that city school teachers are adequately educated through field-centered and competency-based programs. This priority is identified as one of the highest of The City University for this next quadrennium; the Regents believe the high priority assigned to this area is clearly warranted.

The Regents wish to draw attention to the proposals the University has made to provide new educational options for students, to extend programs for the training of health personnel, and the establishment of a comprehensive system of curriculums evaluation, the University's increased commitments to urban research and urban oriented programs, and its special commitment to the adult population of the city.

The Regents general response to certain issues identified in the City University's master plan is as follows:

Enrollment Projections for the Next Decade

In its master plan, The City University proposes three sets of enrollment projections, each of which is based upon different assumptions. The first set (projection A - low) assumes a continuation of present trends. A second set (projection B - intermediate) assumes that the retention rate of newly eligible students will gradually improve, that the high school graduating class will increase slightly, and that the University will be able to develop programs which will increase adult attendance on a full-time basis. The third set (projection C - high) is optimistic in the sense that the projections assume factors that will maximize enrollment growth.

The Board of Higher Education has approved the enrollment projections associated with the second set of assumptions, quite properly establishing enrollment goals that are consistent with university goals for improving retention rates among open admission students. The Regents, however, must

assume the continuation of present trends until there is evidence to the contrary; hence, the Regents approve enrollment goals for The City University based on the first set of assumptions (projection A - low), which is based upon stable high school graduating classes, in New York City and retention rates for newly eligible City University students based upon the most recent experience. While approving the enrollment goals in projection series A, the Regents recognize that they will need to approve revised goals should the Board of Higher Education prove correct in its assumption of an improved retention rate for newly eligible students, increased numbers of adults seeking full-time day session status, and increases in the number of high school graduates.

#### Facilities Needs

The Regents again draw attention to the obvious fact that the City University is in critical need of increased facilities in order to provide a minimal level of service to its students. Without attempting to attach blame for the slow pace of construction in the city, the Regents again urge the University and the city administration to expedite the University's construction programs. Recent State legislation supported by the Regents permits financing of the 2-year colleges through the City University Construction Fund and provides for board control over the City University Construction Fund's governance. These new arrangements place squarely on the University the full responsibility for facilitating construction of the University's campuses.

There is still one major constraint on the University's construction program which limits the University's ability to meet its long-term construction needs. The debt service on the University's construction financed through the Dormitory Authority is related to the level of fees and

tuition. It appears that present tuition schedules adjusted somewhat in future years should be adequate to finance a \$400 million construction program for the 2-year colleges and an additional \$520 million in construction at the 4-year colleges. The Regents approve shortrun construction goals at about these levels.

Using as a parameter of construction needs the standard of 100 net assignable square feet per student, the University is likely to require still heavier expenditures in future years. The Regents, however, do not believe that the present level of fees and tuition will support a construction program adequate to meet the long-term needs of City University students.

#### Financing the University's Operating Budget

The Regents support the Board of Higher Education in its efforts to stabilize higher education costs at The City University. The Regents note with approval the University's efforts at more effective management and its efforts to better use the abilities of the instructional staff of The City University. Even so, the financial needs of the University during these next 5 years are enormous and future financing of the University's programs are likely to be jeopardized by the City of New York's difficult financial situation. The Regents once again call for increased State financing of the University's operating budget, while at the same time calling upon the Board of Higher Education to establish a rational tuition policy for all students based upon their ability to pay.

With these cautions by the Regents to the University, this section represents the Regents review and analysis of the master plan of The City University of New York.

Unit 1: The Consideration of the Recommendations of The  
City University's Master Plan

There were five recommendations submitted by The City University for Regents response. The Regents have approved three of the recommendations, have approved one with condition, and have disapproved one. Careful note should be made that without specific approval being expressed by the Regents, no approval is implied or intended for any of the material submitted by The City University.

The City University of New York recommends and the Regents respond as follows:

APPROVED

1. The following enrollment goals for the SEEK program of The City University be approved:

SEEK Enrollments (Headcount), Actual 1967-71 and  
Projected 1972-75

Actual

|           |       |
|-----------|-------|
| Fall 1967 | 1,416 |
| 1968      | 2,732 |
| 1969      | 4,159 |
| 1970      | 6,255 |
| 1971      | 7,262 |

Projected

|           |        |
|-----------|--------|
| Fall 1972 | 8,700  |
| 1973      | 9,800  |
| 1974      | 10,700 |
| 1975      | 11,400 |

Four-Year Increase (1971 to 1975) 4,138

Planned First-Time Freshman Enrollment for SEEK  
(Fall and Spring Semesters)

|         |       |
|---------|-------|
| 1973-74 | 3,000 |
| 1974-75 | 3,100 |
| 1975-76 | 3,200 |

Regents Position: APPROVED

The Regents approve the enrollment goals for SEEK and the combination of the administration of the SEEK and College Discovery Programs.

2. The Board of Regents move to implement the aforementioned space standard and assist the University in holding down costs by approving as expeditiously as possible the individual campus facility plans of the senior and community colleges as these are submitted by the University.

Regents Position: APPROVED

The Regents have always expedited The City University master plan amendments and will continue to do so as rapidly as the plans are made available for Regents review.

3. The University be authorized promptly to proceed with the purchase of the University Heights Campus of New York University for use by Bronx Community College.

Regents Position: APPROVED

The Regents support the acquisition of the University Heights Campus of New York University as a permanent site for the Bronx Community College.

APPROVED WITH CONDITION

The Board of Regents approve in principle the construction and rehabilitation of facilities based on the space standard of 100 net assignable square feet per full-time equivalent student approved by the Regents Regional Advisory Council on March 17, 1972 as



"an absolute minimum for fulfillment of space needs at the City University."

Regents Position: APPROVED WITH CONDITION

The Regents approve in principle the 100 net assignable square feet per full-time equivalent student standard, subject to the financing constraints outlined on pp. 154 and 157 of this document.

APPROVAL OF ENROLLMENT GOAL A:  
DISAPPROVAL OF ENROLLMENT GOALS B AND C

The City University requests that the following enrollment goals for its Open Admissions and other programs be approved:

Projected University Enrollment Growth (Headcount)  
by Major Group 1971-75

| <u>Undergraduate<sup>(1)</sup></u>    | <u>Actual<br/>Fall 1971</u> | <u>Projected<br/>Fall 1975</u> | <u>Percent<br/>Increase<br/>Over 1971</u> |
|---------------------------------------|-----------------------------|--------------------------------|-------------------------------------------|
| Day Session Matrics                   | 120,452                     | 171,000 <sup>(4)</sup>         | 42                                        |
| Eve. Session Matrics                  | 18,374                      | 27,000                         | 47                                        |
| Non-Matrics                           | <u>41,163</u>               | <u>30,000</u>                  | (27)                                      |
| Subtotal Undergraduate                | 179,989                     | 228,000                        | 27                                        |
| <u>Graduate</u>                       |                             |                                |                                           |
| Masters                               | 25,787                      | 28,000                         | 8                                         |
| Doctoral                              | 2,353                       | 2,900                          | 23                                        |
| Mount Sinai School<br>of Medicine     | <u>178</u>                  | <u>348</u>                     | 96                                        |
| Subtotal Graduate                     | 28,318                      | 31,248                         | 10                                        |
| Other <sup>(2)</sup>                  | <u>10,451</u>               | <u>15,000</u>                  | 44                                        |
| <u>University Total<sup>(3)</sup></u> | 218,758                     | 274,248                        | 25                                        |

(1) Includes SEEK, College Discovery, and special admissions

(2) Includes noncredit, adult education, and Urban centers

(3) Excludes campus schools (Hunter primary and secondary)

- (4) Projection B (Intermediate). In view of the uncertainties as to (a) the size of the high school graduating classes, (b) attrition rates under Open Admissions, and (c) the extent of adult admissions, the University has made three projections of enrollment of day session matriculants for fall 1975, as shown below, of which intermediate projection B appears at the present time to be the level most likely to be attained:

|                             | <u>Fall 1975</u> |
|-----------------------------|------------------|
| Projection A (Low)          | 161,000          |
| Projection B (Intermediate) | 171,000          |
| Projection C (High)         | 179,000          |

Regents Position: DISAPPROVED

The Regents disapprove the enrollment goals submitted by The City University (plan B), and support instead the plan A projection levels developed in The City University's master plan. (See p. 102 for rationale).

They further note that a projection is included for Mt. Sinai School of Medicine and wish to remind The City University that however admirable a model of cooperation its relationship with Mt. Sinai may be, the latter is a private institution and the inclusion of such enrollments only draws criticism from budgetary officials.

Unit 2: City University's Responses to the Regents  
Priority Concerns

1. Economics and Financing of Higher Education

- a. "The future financial needs of the University are significant, and improvements in city and state funding are required to meet the University's needs over this decade."
- b. The Board of Higher Education (New York City) approved the recommendation of the Citizens Commission on the Future of the City University of New York (Wagner Commission) which proposed that the State progressively increase its percentage contribution to the operating costs of City University by 5 percent annually, until it provides 75 percent of the budget. This recommendation was made for

both the senior and the community colleges of the University. The additional cost to the State would be \$18.6 million the first year (1973-74) and \$195.8 million in fiscal year 1979-80; the State funding level of \$532.2 million in fiscal year 1979-80 would be an increase of 191 percent over the State's 1972-73 funding share.

c. The City University of New York presents possible solutions to the problem areas in the University's budgeting process, including the following:

- (1) "Authorization each December for the University to recruit the necessary faculty for the enrollment increase estimated for the following fall."

- (2) "Establishment of adequate per student funding formulas which properly reflect the academic needs of the types of students and which do not force the University to absorb up to one-half of its enrollment increase with no funding as has been the case in the first years of open admissions."

- (3) "Provide the University with a multiyear operating budget which appropriately reflects collective bargaining contracts, increased enrollments, a responsible level of internal economy measures, facilities requirements, debt service for construction, and other necessary obligations."

- (4) "Establish a January 1st beginning for City University's fiscal year so that the University has at least 6 months to plan after the city adopts its budget in the prior June."

- (5) "Enforcement by the City and State of the December 1st certification date as specified by the State Education Law."

d. The City University has undertaken a program to curb spending, including the following measures:

- (1) The size of administrative offices has been limited to levels lower than staffing standards established 4 years ago;
- (2) Spending for employee overtime has been drastically reduced;
- (3) Many courses with small enrollments have been eliminated;
- (4) Equipment purchases have been curtailed; and
- (5) Experimental development of computer-assisted instruction (CAI) and other learning devices is proceeding; this would permit educational economies in the future.

e. The City University presents a senior college facilities construction program costing \$1,023 million (in January 1971 dollars) to accommodate the planned 1975 enrollment.

f. The \$400 million legislative limitation for the NYC-BHE community colleges construction program "should permit substantial facility development during the next several years."

## 2. Financial Aid to Students

a. "The fact that City University's undergraduates increasingly come from families with relatively low income serves to reemphasize the importance of maintaining free tuition as well as of obtaining additional student aid for living, books, and fee expenses for a growing number of needy students."

b. The City University projects a decline in evening session non-matriculants, since many will become matriculated students due to liberalized post-open admissions matriculation standards. There will be a resulting loss of tuition and fees income, and an increasing need for student aid.

c. The University points out that attrition rates are not solely a reflection of academic difficulties; many students are forced to leave college for financial reasons. Over 9 percent of all City University students are either on welfare or members of families "caught in a tragic conflict between attending college and immediately earning a livelihood." Even without tuition the cost of attending City University is high - averaging over \$700 per year for books, fees, transportation, lunch, and so on, in addition to foregone income. City University cites decreasing average family incomes of its undergraduates as evidence of the importance of maintaining a free tuition policy, as well as of the need to obtain additional student aid for economically disadvantaged students.

3. Higher Education as a Lifelong Opportunity

a. As one of its own major educational priorities, the University states the obligation to broaden its commitment to the adult population of the city. This commitment extends to paraprofessionals who desire to upgrade themselves, to those who require retraining, to older adults, to working people who are free only evenings and weekends, to those desiring academic credit on the basis of experience or testing, and to professionals who require advanced degree work.

b. The essence of a large city is constant change, and the University states its recognition of the trend toward more frequent career changes resulting from rapid technological advances. The community college structure is seen as the most appropriate vehicle for meeting this responsibility to the people of New York.

4. Humanistic Values In a Changing Society

a. Open Admissions

(1) Not surprisingly, in view of its tradition of service to the children of the middle and lower classes of New York City, this response of City University is its most extensive. Inaugurated 5 years before the originally planned date of 1975, Open Admissions -- not only as an admissions policy, but also as an educational program -- is designated by the University as its foremost priority of the 1970's. "The Open Admissions policy cannot and will not be reversed."

The opening of its high quality colleges to all New York City high school graduates includes admission of many who clearly do not have adequate precollege preparation. To avoid the "revolving door," the University will continue and extend its commitment to innovative and comprehensive programs of remediation, tutoring, counseling, and financial assistance.

(2) Open admissions has vastly expanded opportunity to attend college. In 1969, the freshman class numbered 20,000; in 1970--the first year of open admissions--there were 36,000 freshmen; and in 1971, 39,000. On the other hand, open admissions students had a significantly higher attrition rate--35.8 percent, as compared to 19.9 percent for previously eligible students. The University has studies underway to better understand and reduce this high rate.

(3) The University's experience with open admissions has varied, college by college. The rethinking of teaching and learning processes is identified as a major consequence on all campuses,



however. While admitting some great difficulties -- in faculty attitudes, testing and placement, and motivational approach -- the University affirms that a high degree of commitment to the goals of open admissions exists throughout the system.

b. Curriculum Relevancy

(1) While working toward making open admissions a success, the University continues to meet the needs of students well prepared for undergraduate study. Advanced placement, challenging new options, and greater flexibility and initiative in the planning of college careers are increasingly provided. Positive steps toward breaking the "lockstep" have been taken. Some are study abroad, interdisciplinary majors and programs, work-study programs, and reduction of the number of required courses.

(2) An increasingly diverse student body makes such progress toward "relevancy" most important; furthermore, with 19 semi-autonomous large institutions, located quite close together, City University is in an excellent position to engage in experimentation.

(3) The University proposes to establish a center for curricular development in compensatory materials. Its functions will include collection and evaluation of materials, holding of inservice seminars for compensatory instructors, development of new curricular materials, and development of diagnostic tests.

(4) Finally, the University designates its health care programs as those most continually in need of rethinking and updating; it plans to take an active role to better coordinate and enhance the quality of health professions training.

c. Teacher Education

(1) As another priority, the University plans to restructure its teacher education programs in order to better train teachers in meeting the educational needs of today's elementary and secondary school children in New York City. The program is to become field-centered with emphasis on evaluating student-teachers' competence in live classroom settings.

(2) The University will develop special graduate programs, possibly at the doctoral level, to train supervisory personnel for the elementary and secondary schools. Other programs will be developed for specialists in high school remediation; emphasis will be on educational technologies.

(3) Paraprofessionals serving as teachers' aides are now a significant part of the City's school system. Through the Educational Associate Program in the community colleges, under contract with the Board of Education, the University is helping thousands of aides to become full-fledged teachers. Typically these aides are members of minority groups who are mature and responsible, and who have a strong desire to advance. The entire concept of paraprofessional education is to be broadened by the University.

5. Vertical and Lateral Mobility in the Educational Continuum

a. It is significant that one of the July 1969 Guidelines for Open Admissions provided for "student mobility between various programs and units of the University." In terms of vertical mobility, since 1970, the vast majority of students have been granted their first choice of college. (In fall 1972, 76 percent of first-time freshmen will receive their first choice.)

b. High school graduates of New York City going on to higher education increased from 58 percent in 1969 to 76 percent in 1970, comparing favorably with the current national average of 55-60 percent.

c. Further, the University is giving serious consideration to special college programs for high school juniors and seniors who could earn credits "in escrow" until their matriculation. Also being considered are "middle schools" in one or more colleges, combining the last 2 years of high school with the first 2 years of college.

6. The Governance of Higher Education

a. City University plans expansion of an ongoing effort to improve the management of the University, including planning, program, and performance evaluation; information systems; budgeting; and all forms of administration. Great emphasis is placed on the growing need for administrative computer support to effect improved management of resources in relation to objectives. Significant projects in this area, already inaugurated at several City University campuses, will be expanded to other colleges on a coordinated basis.

b. City University also plans to remain a confederation of semi-autonomous colleges under the policy direction of the Board of Higher Education and administrative coordination of the chancellor's office.

7. Development of Complementary Institutional Relationships

a. City University states, as one of its major principles for planning, that it will continue to join other colleges and universities in cooperative arrangements.

b. In many fields, qualified faculty are in short supply; needed clinical or field affiliations are often difficult to obtain; and programs

with low enrollments are expensive. The University proposes, wherever these or similar problems exist, to consider regional co-operation with colleges within and outside of City University and with other public and private agencies. The New York City Regional Advisory Council, under the Board of Regents, is seen to be a promising effort in this direction.

c. The University participates in exchange programs. Some important ones are the Goddard program at Staten Island Community College; the highly important relationship between the graduate center and the New York Public Library; and released-time work-study programs with employers of all types.

8. Delivery Systems for the Teaching/Learning Process

a. The External Degree

The CUNY B.A., one of the pioneering ventures in this area of the Regents concern, is mentioned as one of the many means by which the City University meets the varied needs of its diverse clientele in a City where demands for the utmost in innovativeness and flexibility are commonplace.

b. Technological Aids and Devices

(1) A serious commitment to the development and use of educational technologies is evidenced by expansions of the City University Mutual Benefit Instructional Network (CUMBIN) closed circuit television network, computer assisted instruction, computerized data analysis, model building, problem solving, and simulation.

(2) The establishment of a computer facility with the range and capability needed by a modern university is planned, financial resources permitting, to provide minimally adequate hardware and personnel resources to serve essential instructional, administrative, and research needs of The City University.

(3) Planning is underway to harness new technical developments for expanding the power and versatility of CUMBIN; joint efforts with other city institutions are under consideration.

c. The Role of the Library

(1) Sweeping educational changes in recent years have placed additional burdens on City University's libraries, as they have on similar libraries across the country. Campus libraries will continue to expand their collections, at the same time that moves are made toward greater interlibrary cooperation, both within the University and with other institutions of the city and State. Consideration is being given to the development in some CUNY colleges, perhaps on a boroughwide basis, of specialized collections in greater depth than would be possible if all libraries developed parallel collections.

(2) A major direction of the University's development for the 1970's is that libraries be more closely coordinated with individual instructors and academic program needs. This is important for open admissions and for the development of many new programs, including interdisciplinary programs, at the colleges. The University's libraries are to become increasingly integrated into the total learning environment.

(3) The University states its intention to expand its assistance to the New York Public Library. This would be done through special funding via the operating budget and through provision of professional and support staff to work in the research collections, possibly through direct assumptions of University responsibility for certain of the New York Public Library's operations. The City University regards the New York Public Library as an indispensable resource of enormous depth and incalculable value, upon which the graduate center at 42nd Street depends.

9. The Role of Research

- a. The University maintains a firm and growing commitment to research, considering it essential to the maintenance of vitality as a center of knowledge and learning. Faculty will continue to be encouraged to undertake funded research.
- b. For the 1970's, the City University's most prominent commitment is to urban research, basic and applied. A recently established Office of Urban Policy Research will mobilize resources for urban problem-solving. Part of the graduate center, this office administers the urban analysis center funded by the City of New York. The center functions in such areas as fiscal problems, public administration, and criminal justice.
- c. Development of a strong computer capability will enable the University to support a broad range of urban research programs and to train students in vitally needed skills. The University refers to the massive data analyses requirements inherent in the work of the



various city agencies, for both research and planning, to which the University also has a commitment.

d. Evaluative research into the effectiveness of academic programs will be an important field for the 1970's -- for open admissions and for many other programs whose impacts on the life of the city may be measurable.

10. Manpower Shortages and Surpluses

a. A part of the original 1962 statement of mission of The City University said: "To prepare qualified persons for professional careers in those fields appropriate for a university, and in which the need is well established . . ." This mission is being carried out through educational programs for a wide range of occupations and the personal needs of students--which in a deeper sense are those of the city, State, and Nation.

b. An active concern is expressed for the academic soundness and relevance to the needs of current technology in the community college technology programs. Further, the University intends to place greater emphasis on the development of marketable skills within liberal arts curriculums in the colleges. Large numbers of CUNY graduates enter the job market directly from college; electives in specialized courses, minor areas of concentration, and work-study experiences could be of great value to many liberal arts students.

c. As mentioned above (8b, 9) the City University plans expansion of its computer capabilities. An additional reason for this is the constant demand of government and commercial facilities in the city for computer programmers, systems analysts, and technicians. This is a demand the University will continue to meet.

d. The largest single source of health personnel in the city is the University. The 1968 master plan identified a shortage of trained manpower at virtually all professional and semiprofessional levels and set in motion the development of a comprehensive system of programs spanning the full spectrum of careers allied to the health professions. A small sampling of the University's list of programs includes medical emergency technology, prepharmacy, community health education, medical computer science, and psychiatric nursing.

e. The University recognizes, however, that the 1970's and 1980's will bring ever-increasing sophistication to the delivery of health care. Constant reevaluation of curriculums will be conducted to enable and encourage students to adjust to change, to update their educations, and to move from one type of health career to another. To counteract a present trend toward premature over-specialization, a series of broadly based core curriculums -- especially in the community colleges -- will be developed. Their successful completion will allow the student to make an appropriate choice of specialization area.

11. Special Community Services for Higher Education Institutions

a. The City University of New York is not only a major agency of the city, but also a part of the social, cultural, and economic fabric of the city. Its urban orientation carries with it the

strongest possible commitment to further New York City's development, not only as a marketplace and workshop, but as a home and center of cultural and intellectual energy.

b. The University expresses its intent to continue and expand this commitment through programs and research, through contractual and cooperative relationships with the public schools, and through services directly provided to other city agencies and to other public and private agencies.

#### Regents Position:

The Regents are somewhat disappointed with the overall response of the City University to the priority concerns. In some cases, the individual response is totally inadequate, and in others, it is contrary to Regents policy. An example of the former is the area of governance, where administrative and management efforts are described in detail while discussion relative to the fundamental questions of governance is lacking.

The Regents are pleased that the report of The Citizens Commission on the Future of The City University of New York has been completed. They look forward to reviewing proposals after the Board of Higher Education has had time to formulate suggested amendments to its master plan.

In the financial aid to students area, the University opts for the maintenance of free tuition, a policy that runs counter to the Regents view that the student, based upon his ability to pay, should assume an equitable portion of the cost of his education.

The Regents view the development of regional relationships as a positive means of enriching educational offerings, and note with regret the City University's apparent attitude of considering the development of complementary relationships only when problems of faculty shortage or high cost programs arise.

On the positive side, the Regents commend the University on the development of a variety of programs to meet the post-secondary educational needs of the increasingly diverse population of New York City. Especially encouraging is the broadening of the commitment to the adult population of the city and the attention given to programs designed to adequately prepare entering students for educational experience, so as to reduce attrition.

The keen awareness of the University's role in the total development of New York City is underscored by its intent to expand its well-established relationships with various agencies both through program offerings and research. The Regents encourage this increasing commitment and compliment the University on it.

### SECTION 3: The Review and Analysis of the Private Colleges

The Commission on Independent Colleges and Universities developed and submitted to the Regents a master plan on behalf of the private colleges and universities of the State. This is the first time that a comprehensive master plan has been developed by the private sector of higher education. Not only do the Regents compliment the commission for having taken the leadership in coordinating the master plans of private colleges, but they also compliment the private colleges and universities for having developed long-range plans to guide their own growth and development. For many colleges, this has been their first total plan, a plan which addresses itself to issues such as governance, admissions criteria and procedures, enrollments at all levels, academic programs, faculty and other educational workers, facilities (including libraries), finance, research, and community services. The institutional plans received by the Regents from private colleges and the collated plan from the Commission on Independent Colleges and Universities have facilitated the Regents endeavors to develop a comprehensive long-range plan to guide educational development at the college level in the State for the seventies.

The Regents emphasize two concerns with respect to the master plans submitted by the nonpublic institutions.

#### Enrollment Projections

A summation of the projections made by the private colleges for the decade ahead suggests that they look forward to a significant growth in enrollments. Enrollment patterns through these past 3 years suggest a continuing decline in demand for enrollments at nonpublic institutions given the present difference in tuition between public and nonpublic institutions.

Without new student financing arrangements, the Regents believe private colleges will be unable to achieve their modest enrollment goals. While advising nonpublic institutions to move with caution in basing their financial plans upon these submitted enrollment goals, the Regents do affirm their support of new financing arrangements to permit full utilization of the educational resources available at nonpublic institutions.

#### Facilities Requirements

In their master plan, the Regents identify signs of significant underutilization of classroom facilities at nonpublic institutions. They are deeply concerned with the heavy emphasis on fund-raising for construction that has characterized fund-raising efforts in the nonpublic sector. They are concerned, also, with the proposals for facilities expansion submitted by nonpublic institutions in their individual master plans. The private sector projects an increase in nonresidential facilities of 17 percent for the 1972-76 period, while projecting an increase of full-time enrollment of 9 percent. The Regents urge nonpublic institutions to reexamine their construction plans and ask that such institutions defer newly planned construction unless it is absolutely essential. They urge continuing constraint in approval of new construction programs, especially in light of the enormous potential for better utilization of existing facilities. The Regents believe that under the best arrangements, nonpublic institutions will be under major financial pressure during the remainder of this century. High debt service and heavy maintenance burdens make nonpublic institutions susceptible to financial crises when even small enrollment declines are experienced.

This section of the second division reviews and analyzes the master plan submitted by the Commission on Independent Colleges and Universities.



Unit 1: The Consideration of the Recommendations of the Private  
Colleges and Universities

There were six recommendations submitted by the Commission on Independent Colleges and Universities, on behalf of its 106 member institutions, for the 1972-76 period. Of the six recommendations submitted, the Regents have approved three, and have approved three with condition. Careful note should be taken that unless the Regents specifically state their approval, no approval is implied or intended for any of the material submitted by the Commission on Independent Colleges and Universities.

The Commission recommends and the Regents respond as follows:

APPROVED

1. That the State's Scholar Incentive Program be rapidly expanded to make collegiate choice between public and private institutions less decisively centered upon family economic circumstances.

Regents Position: APPROVED

The Regents will continue to propose legislation to establish an increased schedule of scholar incentive payments for students attending eligible private institutions. Conditions for eligibility of private institutions would include the limiting of tuition increases to a prescribed formula and the establishment of a program of matching scholarship aid.

2. That the private 2-year colleges be admitted to full partnership status in the State's effort to expand its network of community-junior colleges by inclusion in the eligibility tables of the Bundy program.

Regents Position: APPROVED

The Regents will continue to recommend to the Legislature that constitutionally eligible 2-year colleges be included under the provisions of Article 129.

3. That New York State's system of direct institutional aid (the Bundy Plan) be reaffirmed and its schedule of grants to private



institutions funded, at the very least, at levels sufficiently high to reflect the erosion the program has suffered, through inflation, the past 4 years.

Regents Position: APPROVED

The Regents recognize that inflation has reduced the value of Bundy Aid, and that increases, at a minimum, to compensate, are justified. If and when Federal aid under PL 92-318 becomes available, the Regents will reexamine the current system of institutional aid and will propose modifications in Article 129 of the Education Law as appropriate. Issues which must be evaluated include the impact of enrollment shifts resulting from the proposed Regents financial plan, the effect of recent Federal higher education legislation, and the possible extension of master plan review and approval procedure to private institutions receiving aid under Article 129.

APPROVED WITH CONDITION

1. That the principle of "categorical aid" be reaffirmed and that the State's private college and university programs in engineering be added to those in the health science fields as eligible for such aid.

Regents Position: APPROVED WITH CONDITION

The Regents are considering a proposal of categorical aid for private engineering schools on the condition that they establish an academic council to examine curriculums, to reorient and consolidate programs where possible, thus bringing about greater resource utilization.

2. That the Regents Scholarship Program be continued as one of the principal vehicles for encouraging excellence and aspiration among our young women and men.

Regents Position: APPROVED WITH CONDITION

The Regents will reexamine the Regents Scholarship Program and propose changes as appropriate, especially in relation to the proposed expansion of the scholar incentive payments schedule. The Regents Scholarships are recognitions of superior achievement and, as such, will be reexamined in conjunction with the Scholar Incentive Program to permit flexible awards which will reward excellence and subsidize future study at an adequate level of support.

3. That the Regents create a second scholarship program specifically reserved for successful community and junior college graduates who wish to transfer to a 4-year institution to complete a baccalaureate program.

Regents Position: APPROVED WITH CONDITION

The Regents have such a proposal under consideration as part of a review of both general student aid and specific scholarships.

Unit 2: The Responses made by the Private Colleges and Universities to the Regents Priority Concerns

The responses of the private institutions to each of the priority areas were summarized, discussed, and submitted as an addendum to the plan. This was performed according to the State Education Department's classification of the private institutions into the following categories: multiversity, university, college complex, college, engineering and technical school, specialized college, health center, seminary and religious training college, 2-year college general, and 2-year college specialized.<sup>1</sup>

1. Economics and Financing of Higher Education

- a. Most institutions agree that this should be number one of the Regents priority concerns. Financial situations of the institutions are, with some exceptions, described as serious or desperate. One multiversity states flatly that without new and massive funding it will not survive the decade. At least a dozen colleges state, or imply, that their survival will depend on new funding.
- b. Institutions are taking some internal actions: raising tuitions (although the limitations on this are explained carefully); deferring

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<sup>1</sup> See appendix I, p. 381.

certain maintenance and expansion projects; freeeezing all salaries and departmental operating budgets in several cases; conducting collegewide cost reduction campaigns; and developing sophisticated accounting and cost benefit analysis systems. Some of these are in cooperation with the State Education Department's Office of Management Services.

c. The conclusion of the private sector was that private higher education must be regarded as a single resource along with public higher education. Also, aid -- whether paid to students or to institutions directly -- should be commensurate with the contributions of the private sector to society. This is considered essential for the survival of private higher education. Some of the responses suggest that ultimate consequences of the lack of such aid would be the necessary expansion of the public sector at great cost and a system of higher education badly out of balance and vulnerable to excessive control.

d. Although a number of institutions specifically mention that fiscal long-range planning has been in existence for some years, there seems little doubt that the Regents request, through the Commission, for planning information has had a beneficial and stimulating effect.

## 2. Financial Aid to Students

a. According to their responses, the private sector has been generous in its aid to students, and in many cases this is felt to be the core of their financial problem. Many institutions cite figures to indicate their commitments to student aid: 13.4 percent of all unrestricted funds to student aid (a multiversity), over \$2 million per year from its own sources (an urban university), 10 percent of its total budget (an upstate polytechnic institute), 45 percent of all students receiving aid and 20

percent of all aid going to the disadvantaged (a north country university), average aid, to the 45 percent of its students who receive it, \$1700 (a midstate college).

b. Interestingly enough, only two institutions deplore the high nonpayment rate of student loans, and the expectation of many students -- that aid is their right. One of the most frequent suggestions is for some form of "voucher system" which would make the student a free agent in a competitive public-private market. Another is expansion of the Scholar Incentive Program to "some meaningful level," with greater consideration for the middle-class student. One response recommends a three-way system: one-third paid by the student, one-third by the State, one-third in the form of loan money to be repaid.

c. Regardless of the type of institution, consensus exists that from now on qualified students will have to be turned away because of their financial status and that it is clearly up to the State to fulfill its commitments to the ideal that "no student should be denied access at the institution of his choice due to inability to pay."

### 3. Higher Education as a Lifelong Opportunity

a. The universities tend to operate well-established divisions of continuing education, schools of liberal and applied studies, or the equivalent. In some instances, branch campuses offer continuing education and adult education. Special counseling for those who have been away from formal study, flexible admissions policies, and special scheduling for the convenience of working people are standard features of private institutions. The various professional schools: business, education, engineering, and medicine provide their own specialized continuing education. One urban university operates an "Early Parolee"

program in cooperation with the Department of Correction. The college of engineering at one multiversity is designing instruction for industry using technological media.

b. College complexes, in addition to operating schools of general studies, evening programs, and divisions of adult education, respond in various ways to their unique surroundings. A large urban college has an executive master of business administration program. Another offers courses for low-income people in areas such as consumer education and urban psychology. Several institutions invite alumni to return for special sessions or regular course work, often at low cost; several invite senior citizens to audit courses free of charge. An institution consisting of two consolidated colleges is considering forming a third college designed to offer lifetime educational opportunity for both former students and neighbors. About a third of the responses mention early admission of selected high school juniors. Short term workshops and seminars are used to a wide extent in this area of priority concern. In several cases, planning for such activities had been stimulated by the Regents 1971 priority concerns statement.

c. The colleges, somewhat smaller, tend to see themselves as learning resources within the community and as part of the community. Numerous instances of planning for summer schools and adult education programs are reported. Close contact with community groups and responsiveness to the needs and interests of especially the mature student are characteristic. In several instances, off-campus courses in neighboring communities are in operation or are planned.

d. Colleges of engineering are mainly concerned with updating the education of engineers and scientists and with service to nearby industry.

An upstate urban institute of technology enrolls about 11,000 in evening, extension, and summer classes, many for only one course.

e. Several of the 2-year colleges concentrate on special types of students: the rural disadvantaged, those with learning problems, people aspiring to reach the first rung of the occupational ladder, etc.

Specialized 2-year colleges attract full-time older students and find it possible to grant considerable credit based on competence acquired through experience.

#### 4. Humanistic Values in a Changing Society

##### a. Open Admissions

(1) It cannot be emphasized too strongly that, in a very real sense, the private sector feels that it is practicing open admissions in its true spirit, and that it was in fact committed to open admissions well before it became public policy. (The response of the private sector to priority concern Number 2: Financial Aid to Students should be read in this context.) If open admissions is defined as making educational opportunity available to as many as possible of those who may reasonably be expected to be able to profit from it -- and this, due to economic limitations alone, must be the definition of the private sector -- then the response to this concern of the Regents has been rich and vigorous.

(2) The private institutions endorse the spirit of open admissions. With very few exceptions, however, the policy of admitting every applicant with a high school diploma or the equivalent is seen as appropriate to the public sector, and nearly impossible for the private sector. The reasons most often given are the need to



concentrate rather than disperse limited resources, the extremely high cost of the required support services, philosophical opposition to the idea of a liberal education for everybody, and, in several cases, unsuccessful experiences involving very high attrition rates.

(3) Responses of the various classifications of institution do not vary appreciably. They do not constitute a repudiation of the concept of access to education for all however. Except for the graduate or specialized schools, which of necessity base admissions standards on set criteria of measureable competence, the private colleges and universities report activities in the spirit of open access. These include very high amounts of aid to disadvantaged students - in one upstate college, 30 percent; operation of H.E.O.P. (Higher Education Opportunity Program); flexible admissions policies in cases where academic potential seems to exist; and the regular seeking out of a number of talented disadvantaged students.

(4) One large urban university calls attention to its Martin Luther King program, which antedates Open Admissions at City University by 2 years. Two New York City institutions express willingness to help The City University absorb some of its Open Admissions students on a contract basis.

(5) An interesting variation is a program of "open admission" for veterans.

b. Curriculum Relevancy

(1) Most to the point in this response are the schools of engineering, one of which points out that not to be relevant is "certain death" for such an institution. The 2-year colleges tend to base their responses on the fact that most of their graduates will be going directly into

the work force and that their curriculums are relevant by definition. Cornell University cites its land-grant traditions and its extremely flexible graduate program requirements for the individual student and his adviser. A downstate university reports the only degree-granting program for physicians' assistants in the State.

(2) Many colleges list samplings of programs - in ecology, in urban sociology, in criminal justice, for example. The New School for Social Research reveals that Alvin Toffler's Future Shock began as a course there. Student participation on curriculum committees, curriculum revisions, and ongoing reviews are reported by virtually all of the schools which respond to this item. But a few say that the liberal arts are relevant in themselves, and that it is part of the role of freshman counseling to make this clear.

(3) Four-one-four calendars and winter terms are seen as important opportunities for innovative programs, experimental projects, and off-campus activities.

c. Teacher Education

(1) Responses from those institutions which train teachers (approximately 50 percent of the total responding institutions) do emphasize competency-based training and field-centered experiences. The need to produce thinking, humanistic educators who can adapt to a rapidly changing society and profession is emphasized. The specialized colleges of education report extensively on their humanistic approach to teacher education. One multiversity carries its commitment to subject matter competency to such an extent that its separate school of education was dissolved several years ago. Most of the colleges which train

teachers report less drastic manifestations of the same idea: that academic proficiency is most important and that teacher education is far more than preparation for licensing.

(2) Close relationships with school districts are also characteristic of these reporting institutions. Field experience is required for each of 4 years or the equivalent, and close supervision is made of major concentration work as well as classroom related work. A joint teacher placement program within a north country consortium is reported, as is a four-way relationship of a Rochester area college, a State University 4-year college, the University of Pittsburgh, and the Rochester schools.

(3) A number of urban colleges are training teachers specifically for ghetto schools. The use of encounter group sessions to improve skills in interrelations is reported.

(4) While some uneasiness over the apparent surplus of teachers is evident, the consensus of the institutions is that there is no surplus of quality teachers, and that specifically trained teachers, or those with advanced training, will remain in demand.

5. Vertical and Lateral Mobility in the Educational Continuum

a. Universities reporting cite involvement in University Without Walls, advanced placement, credit by examination for nontraditionally acquired skills, deferred entrance plans, flexible entry and reentry arrangements, and liberal transfer requirements between its colleges.

b. Responses of the larger colleges (college complexes) add accelerated admission of selected high school students, easier changes of major, student exchange programs, more flexible degree completion requirements, and an increased tendency toward allowing full credit for 2-year college

transfers. Cross-registration arrangements increasingly exist, especially within consortia. A student can now more easily shorten the time needed to earn the baccalaureate degree or to commence graduate level work.

c. Among colleges, formal transfer arrangements with nearby 2-year colleges are not unusual, although such transfers - at least from the public community colleges - are likely to require considerable financial aid. Half of the engineering schools reporting indicate good academic success with 2-year engineering science transfers.

d. The 2-year colleges reporting emphasize transferability to 4-year colleges and easy change of area of study in the freshman year, when many students are uncertain of their plans.

e. At the very least, considerable serious thought is being given, in most of the private institutions, to responding to this priority concern.

#### 6. The Governance of Higher Education

a. The responses to this priority concern exhibit a strong tendency toward broad-based representation and participation, including that of students, in all processes of governance. Some of the private institutions have opted, usually after a period of study, for a senate or council, to which the board of trustees listens carefully. Represented on this are faculty, administrators, and students; if this is not the case, some arrangement having the same effect has been worked out. At the other extreme are those colleges, many church-related, which hold to the traditional dominant role of the board of trustees and president. Scattered in the middle are those institutions reporting a "collegial-hierarchical" arrangement or a solid sense of academic community or a very small campus where everybody knows everybody else and communication is no problem.

b. Approximately 5 percent of the reporting institutions include information on the progress of unionization and collective bargaining or their avoidance of them so far. Such developments are seen as opposed to the concept of the community approach to governance.

7. Development of Complementary Relationships

a. Few reporting institutions make no reference to cooperative arrangements with other colleges. Approximately 50 percent mention affiliation with a specific consortium. Several mention that they had been instrumental in its formation. About 10 percent refer to a commitment to the Regents plan for a regional approach to cooperation; one north country institution registers opposition to it, although not to interinstitutional relationships.

b. The various arrangements are for varied purposes. Some have been in operation quite naturally: Hamilton and Kirkland, Barnard and Teachers College at Columbia, Hobart and William Smith, Syracuse and College of Forestry. Many others are for specific purposes: psychological studies of visual perception, delivery of urban health care, recruitment of 2-year college transfers, and operation of television facilities.

c. A clear trend toward cooperation for resource sharing and program strengthening is visible from the responses.

8. Delivery Systems for the Teaching/Learning Process

a. The External Degree

(1) The independent colleges and the universities support much further exploration regarding the external degree. Their view is that this is one of a great many approaches to higher education which may be appropriate for some people. They are confident that

even without the creation of further mechanisms and institutions, ample opportunity already exists for those motivated toward non-traditional, off-campus degree level study.

(2) The broad range of responses includes a statement of philosophical commitment to campus education, an expression of doubt that the concept would be practical given acceptable standards, and an indication of intent to cooperate with Empire State College or with University Without Walls. Between the latter two positions are reports of activities such as independent study, credit by examination, and work-study programs, which are considered supportive of the external degree idea. The New School for Social Research describes its liberal studies program as a "half-way" house toward the external degree. Syracuse points out that its liberal studies degree was one of the first three in the Nation in 1966.

(3) One response indicates that the external degree might be seen as a regional concern of higher education, and that in any case it should be conferred by a central body, such as the Regents.

b. Technological Aids and Devices

(1) As could be expected, the most detailed responses to this priority area came from the schools of engineering. Polytechnic of Brooklyn has developed programmed learning kits, some of them now available commercially. At Rochester Institute of Technology, technology is seen not as merely aids and devices, but as a systematic way of designing instruction. The universities tend to have established instructional resources centers, departments of communication, or library learning centers. New York University



mentions Sunrise Semester, its award-winning television program begun in 1957; Rochester reports talk-back television for engineering courses serving industry.

(2) Among the colleges the application of computer facilities to instruction is becoming almost routine, and, of course, every institution has an audiovisual center. Ithaca reports one of the strongest, best planned systems of technologically-based instruction.

(3) To a great extent the uses of technology for instruction must be seen as a regional, or interinstitutional, concern of higher education. Attention is directed to the section of this plan on the specific subject of interinstitutional cooperation.

c. The Role of the Library

(1) A number of trends are visible in the responses to this item: increased regard for the library as the center of the academic process, expansion of library facilities where finances permit, membership in interlibrary loan associations, jointly shared libraries, interinstitutional purchasing and cataloging, integration of audiovisual media with libraries into "learning centers," and increasing use of microfilm and microfiche for economy and ease of storage and retrieval.

(2) New York City institutions make extensive use of the New York Public Library. But the response of a capital district college may speak for the entire private sector when it says: "Interlibrary loans, or large collections available on a cooperative basis are fine for the scholar who knows what he's looking for. But for the undergraduate who has to fumble around, nothing replaces a strong, accessible college library."

9. The Role of Research

a. Responses to this priority concern are divided into two groups: those of the universities, the schools of engineering, and the specialized colleges of education, which regard research as essential to the life of the institution and its role in society, as well as to the scholar and teacher; and those of the colleges, which see research as subordinate to and supportive of good teaching. They feel research is to be encouraged, but by no means should become the faculty members' chief preoccupation.

b. Some interesting responses are offered as examples: New York University notes that its school of engineering had recently made a breakthrough in the methods of urban waste disposal. Cornell sees research as fundamental to its role as the State's land-grant college and comments on the historical impact of university research on present national economic power. Clarkson indicates that it could easily take on government sponsored research toward solution of socioenvironmental problems. The Bank Street School notes its commitment to "clarify, deepen and revise its theoretical-philosophical-operational framework for teacher education."

c. Approximately 25 percent of the colleges report that provisions for sabbaticals, leaves, or reduced teaching load for faculty research exist.

10. Manpower Shortages and Surpluses

a. Most of the reporting institutions mention some form of counseling for career guidance, usually in connection with surpluses of trained personnel existing at the present time. But a school of engineering

criticizes excessive publicity and refers to signs of impending shortages. Another engineering school reports that since its faculty were active in science and industry, they tend to be sharply attuned to emerging trends, to the benefit of the institution. A multiversity observes that, historically, most manpower projections have turned out to be wrong.

A western urban university observes that serious thought is turning toward revision of Ph.D. curriculums, toward emphases other than the traditional research and teaching. One highly respected college complex reports it is advising only its best qualified students to enter Ph.D. programs.

b. Approximately 25 percent of the colleges make reference to commitment to liberal education, which will serve the graduate well in any shift of the manpower market. Another 25 percent indicate in one way or another that some allowance -- curtailment of enrollment in certain programs or establishment of new programs -- is taking place in light of apparent manpower demand changes.

c. Perhaps the most directly affected are the 2-year colleges, many of whose graduates will have the appropriateness of their educations tested shortly after college entrance. Relatively few changes are reported, however, and one such college comments on the extent to which today's students are aware of the needs of society.

#### 11. Special Community Services for Higher Education Institutions

a. Services of many kinds are mentioned: adult and continuing education programs, tutorial efforts of students, consultant services, facilities sharing with local organizations, provision of a nonpartisan forum for

public issues, cooperation with local school systems, cultural events, and so on. Individual participation of faculty and students in community affairs is mentioned repeatedly. For faculty, this is valuable as public service; for students, this can be a valuable learning experience.

b. Some specific services stand out: St. Lawrence's cooperation with the local State hospital in the training of nurses; the operation by Pace of centers for office skills, financial studies, and data processing education; and Dowling's establishment of a center for suburban studies. The Academy of Aeronautics sees its service mission as being to the aviation community; Polytechnic of Brooklyn drafted the revised building code for New York City.

c. Perhaps most succinct is Adelphi's statement that the service role of a university is advice and technical assistance, research in public problems, training and upgrading of community personnel - public and private.

#### REGENTS POSITIONS:

The Regents are gratified by the broad scope of the aggregate response of the private institutions to the 11 priority concerns, and by the positive and constructive nature of these responses. This spirit is evident throughout; beginning with internal actions, such as cost-reduction campaigns and cost-benefit analyses, which underscore the concern for increased accountability, and continuing to the statement that the community service role of a university is "...advice and technical assistance, research in public problems, and training and upgrading of community personnel, public and private."

The Regents are also impressed with the realistic attitude of the private institution responses to their priority concerns.

While the Regents encourage the concept of open admissions and note that it has been implemented in a sense by the generous programs of financial aid, they recognize that a large scale, across-the-board approach to open admissions is more appropriately a responsibility of the public sector. Thus, the Regents encourage the private colleges and universities to develop their unique strengths rather than dispersing their limited resources.

The Regents find it refreshing to see some of the private institutions calling for an objective view of the relevancy of the liberal arts, in and of themselves, and proposing the need for clarifying this concept with students rather than abandoning them for the sake of change. The Regents also commend the private institutions for the concern expressed and the programs proposed to insure the relevancy of all offerings to the increasingly heterogenous student body, in terms of age, academic preparation, and socioeconomic background.

The Regents are indeed pleased to learn that the more active participation in the planning process has had the beneficial and stimulating effect noted. In this respect, they look forward to increased evidences of this process in the 1974 progress report of the private colleges and universities.

PART II: Review and Analysis of Noncollegiate Post-Secondary Education

Previous statewide plans, as their titles indicate, called for the "expansion and development of higher education." In keeping with changes made last year in the planning law, this 1972 statewide plan focuses on the development of education beyond high school. The new perspective implied by the altered title is significant for comprehensive planning. Developing post-secondary education in New York State requires the effective coordination and utilization of all existing resources and fosters a much broader concept of education.

Thus, for the first time, the Regents quadrennial plan includes descriptions of programs and resources, as well as recommendations, for noncollegiate post-secondary education. The Regents hope that those institutions responsible for conducting noncollegiate programs will submit master plans in the future. This effort becomes necessary if the statewide plan is to reflect all viable alternatives and present a truly comprehensive planning document.

During 1972, the Regents authorized 19 proprietary schools to award degrees in certain specific programs. Since this activity will continue on a program-by-program basis, and since many proprietary institutions are among the oldest resources for post-secondary education in the State, it is important to incorporate a sampling of their perspective at this time. Therefore, the Regents commend three proprietary schools for voluntarily submitting master plans. The inclusion of a review and analysis of these statements in the 1972 Regents statewide plan signifies only a beginning. Subsequent plans will increasingly require, and benefit from, inputs provided by additional proprietary institutions and other noncollegiate post-secondary



educational resources, such as private occupational and correspondence schools, apprenticeship training programs, and the many occupational and continuing education programs for adults which exist in the State.

#### Proprietary Schools

The three proprietary schools providing master plans to the Regents for this statewide plan are Albany Business College, Albany; Bryant and Stratton Business Institute, Buffalo; and (Sadie Brown's) Collegiate Institute, New York City. Each of these post-secondary institutions is accredited as a 2-year school of business by the Accrediting Commission for Business Schools, Washington, D. C. Furthermore, each has been authorized by the Regents to grant the associate in occupational studies (A.O.S.) degree in certain programs. Although many other institutions are operating in New York State, these three schools have provided statements which together afford considerable insight into the problems and issues facing all proprietary schools. The Regents appreciate the assistance provided by these schools in establishing this precedent of reviewing noncollegiate post-secondary education.

The statements of the three proprietary schools have been consolidated and reviewed as they relate to institutional goals, current status, and problems and issues. They are followed by the Regents position statement. Through this organization, it is hoped that their common perspective in post-secondary education will be readily evident.

#### 1. Institutional Goals

The very definition of a proprietary institution of post-secondary education precludes an analysis and interpretation that might well apply to either public or private nonprofit colleges. Since proprietary schools are profit-making organizations, their goals must be realistic and cannot be

projected too far into the future. They must keep in constant touch not only with the academic and vocational world, but also with the very important legislative and political scene to maintain profitability.

With respect to the purpose and goals of these institutions, they indicated that their primary purpose was to prepare men and women to enter employment in business occupations, to secure promotions in those occupations, and to better inform consumers in society.

## 2. Current Status

Currently enrolled in these institutions are 3,500 students on both full- and part-time basis. These institutions indicated that they desire to increase their enrollments by between 10 and 15 percent by 1980. In addition, they intend to expand their programs by offering opportunities to students in summer, evening, extension, and specialized offerings.

The programs offered by proprietary schools fall in a wide range of occupational designations. Most of these programs terminate in certificate courses in secretarial training, bookkeeping, and typing. Some proprietary institutions combine liberal arts courses with occupational courses so that a student may continue his education in a transfer program in a college setting.

In addition to the business courses, additional courses are offered in fashion merchandising, computer programing and data processing, dentist's and doctor's assistant programs, commercial art, interior design and decoration, traffic management, travel and tourism administration, and other selected fields.

The physical facilities of proprietary schools seem to be more fully utilized than those of collegiate post-secondary institutions as shown by a recent survey dealing with space utilization.

The quantity of faculty appears to be presently adequate. Salary levels are comparable to other sectors of post-secondary education. There do not appear to be major crises in these areas in the foreseeable future.

There is some student financial aid such as student loans, scholar incentive awards, part-time employment, government grants, and State and private scholarships.

### 3. Problems and Issues

The participating proprietary institutions cite an increasing need for short term, specialized business-vocational education in forthcoming years. They maintain that their kind of institution, with its vigorous job placement efforts and highly relevant curriculums, provides the best training opportunities for people of all ages who are seeking a business vocation.

The statements from the three institutions appeal for increased scholar incentive payments, so that a student may be able to choose among the full range of post-secondary institutions in the State. Current incentive awards are insufficient to allow low- and low-middle income students to further their education at proprietary schools, thus the continuing need for community college expansion -- at a higher cost to the taxpayer.

### REGENTS POSITION

The Regents recognize the critical importance of including noncollegiate post-secondary education in their 1972 statewide plan. This recognition is a prerequisite toward realizing the goal of equal educational opportunities and toward providing a variety of alternatives necessary for a truly comprehensive system of post-secondary education.

With the present statements from the three proprietary business schools as a precedent, the Regents urge all such institutions to provide similar statements to incorporate an even broader perspective in their 1974 progress report. Only in this way will the comprehensive development of higher education become reality.

THE THIRD DIVISION: THE ROLE AND FUNCTION OF THE REGENTS IN POST-SECONDARY  
EDUCATIONAL PLANNING

The Regents is the body in New York State which has the total responsibility for developing educational policy and overseeing its execution. The role of the Regents describes the status of the Regents as chief educational policymakers within the Education Law of the State. The function of the Regents denotes the way they execute their policies as an organizational unit.

PART I: The Role of the Regents in Post-Secondary Education

The Regents are the chief policymakers for education at all levels as mandated by the Constitution<sup>1</sup> and the Education Law of New York State. Their role, therefore, is that of educational statesmen. They are empowered by the Education Law, Article 5, Part I, Section 207 to set policy for every level and every sector of education and oversee its execution. With respect to policy, they charter and license post-secondary institutions, both collegiate and noncollegiate.<sup>2</sup> They also assure quality of education through the registration of programs.<sup>3</sup>

They coordinate planning by establishing goals and objectives for the development of post-secondary educational programs; they recommend legislation necessary for the implementation of these programs when necessary; and they maintain a balance among the educational resources<sup>4</sup> of the various sectors of post-secondary education. They license practitioners in and supervise the practice of the professions: medicine, dentistry, veterinary

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<sup>1</sup> New York State Constitution, Article XI, Section 2

<sup>2</sup> New York State Education Law, Section 214

<sup>3</sup> New York State Education Law, Section 207

<sup>4</sup> Enrollments, programs, faculty, facilities, libraries, and community services

medicine, pharmacy, nursing, podiatry, optometry, and others requiring professional training. They also set the criteria by which out-of-state professionals are permitted to practice in New York State. They determine what institutions and what educational programs from outside the State may be permitted to operate within New York State. The Regents continually assess the State's educational resources, initiate action to rectify inadequacies and inefficiencies, and recommend actions in an attempt to maintain an equilibrium between supply and demand throughout the entire educational system.

Each sector of post-secondary education within the State is required by law to respond to the Regents request for educational information and program development whether it be the State University of New York, The City University of New York, private colleges and universities, proprietary vocational schools, county vocational education, or occupational education programs operated within the public educational system.<sup>1</sup>

The legal mandate given to the Regents is considerable, and the successful implementation of this plan for post-secondary education depends on their ability to play a strong coordinating role. The Regents will fulfill their legal mandate by assuring strong leadership of the University of the State of New York to foster the cooperation between public and private sectors that is essential to effect the needed changes in post-secondary education. They will encourage experimentation and reexamine their rules to assure themselves of relevance and responsiveness to change. If post-secondary education is to be flexible and viable to the citizens of the State, it must be governed by a strong, yet adaptable, coordinating board.

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<sup>1</sup>  
New York State Education Law, Sections 207, 215, 237, and 4602

## PART II: The Function of the Regents in Post-Secondary Education

The Regents function macrocosmically in post-secondary education. Their chief function entails the interpretation of statutes pertaining to the coordination and direction of the State's comprehensive system of post-secondary education, including collegiate and noncollegiate institutions. To execute this function in an orderly manner they have established a set of guidelines known as the Rules of the Board of Regents. When these rules are filed with the Secretary of State, they have the force and effect of law. It is within these rules that they empower the Commissioner of Education to administer the policies they establish. The scope of the rules ranges from procedures for chartering institutions and registering curricula to setting the bounds within which professionals may practice. The rules are also designed to help determine the kinds of programs necessary to best meet the needs of the population; they include criteria of admission to professional schools and standards of excellence required for teacher certification. The rules are flexible. They provide for innovations in such areas as programs, interinstitutional cooperation, and institutional-industrial-community cooperation, among others.

### SECTION 1: The Role of the Commissioner of Education in Post-Secondary Education

The Commissioner of Education is the executive officer of the Regents. He also carries the title, President of the University of the State of New York. In this capacity his responsibilities include acting as liaison officer for the Regents, administration of the policies established by the Regents, and the general supervision of the educational and cultural agencies of the State.

With regard to post-secondary education, the Commissioner is responsible for planning of all phases of post-secondary education, which culminates



in the development of the statewide plan. He is thus responsible for the execution of the planning process and for the implementation of the mechanisms generated to meet Regents goals and objectives in post-secondary education. He acts as liaison with the State Legislature and with the community at large. He also establishes procedures and regulations<sup>1</sup> for overseeing the operations of all post-secondary institutions in the State, in accordance with existing statutes and the Rules of the Board of Regents.

SECTION 2: The Role of the State Education Department in Post-Secondary Education

The State Education Department is the Regents administrative agency. Under the direction of the Commissioner, the Department is responsible for the coordination and implementation of policies established by the Regents. This responsibility includes the development of mechanisms designed to achieve Regents objectives and priorities in a timely manner. The Department thus takes an active role in educational planning, program registration, teacher certification, licensing of proprietary institutions, institutional chartering, and in providing assistance to and supervision of the academic and administrative functions of the educational institutions of the State.

The Department therefore is in a unique position to actively promote change in the post-secondary educational system. Some of the ways in which this will be accomplished are

1. By a modification of the criteria the Department uses to charter institutions, thereby making it more difficult for new institutions with marginal resources to come into existence. The Regents recommend that the law governing chartering (Section 218) be altered.

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<sup>1</sup> Rules of the Board of Regents and Regulations of the Commissioner of Education, Albany, New York: New York State Education Department, 1971.

2. By limiting the registration of programs by the Department to those classified as major programs by the Higher Education General Information Survey. This will decrease the administrative burden presently in operation and allow for institutional efforts to be shifted to reporting the numbers and kinds of students it registers, the purpose of the institution, and the programs to be offered (full disclosure).
3. By devising alternate methods for accrediting teachers which are field-centered and competency-based and by encouraging the periodic redemonstration of competence by teachers in their specific field.
4. By implementing a statewide planning management information system for post-secondary education to provide the data essential for effective long-range planning.
5. By sharing the program evaluation process, traditionally the sole responsibility of the State Education Department, with the colleges and universities for more realistic overall assessment.

SECTION 3: The Structure of Collegiate Post-Secondary Education in New York State

There are three collegiate post-secondary sectors within the University of the State of New York, two public and one nonpublic. The two public sectors are the State University of New York and The City University of New York. The nonpublic sector is composed of the 133 private colleges and universities chartered by the Regents.

a. The State University of New York

The State University of New York was established by act of the 1948 Legislature as a corporate entity within the State Education Department.<sup>1</sup>

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<sup>1</sup>New York State Education Law, Section 352

The purpose of this act was to provide an organizational mechanism for the coordinated development of publicly supported higher education on a state-wide basis. Under the aegis of the Regents, the State University Board of Trustees assumed jurisdiction over the 29 existing State-supported institutions on April 1, 1949. These included 11 teachers colleges, several specialized colleges, six 2-year agricultural and technical institutes, and five temporary institutes of applied arts and sciences. The temporary institutes became community colleges in 1953.

The State University<sup>1</sup> is governed by a 15-member board of trustees, appointed by the Governor, by and with the advice and consent of the Senate, for 10-year terms. The Governor designates one member as chairman and one as vice chairman. The Board of Trustees appoints its own officers, the Chancellor of the University, the Secretary of the University, senior members of the central administrative staff, and the chief administrative and senior officers of the campuses.

b. The City University of New York

The City University of New York is a publicly-supported institution of higher education in the City of New York offering undergraduate and graduate training through the doctoral level. Created in 1961 by act of the State Legislature,<sup>2</sup> The City University traces its origin to 1847 when the Free Academy, which was renamed the "College of the City of New York" in 1866, was authorized by referendum by the people of the City of New York. The Municipal College System developed with the creation of Hunter College in 1870, Brooklyn College in 1930, and Queens College in 1937.

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<sup>1</sup>The State University of New York consists of 72 units, and a delineation of its composition can be found in appendix G. The classification of the State University units can be found in appendix H.

<sup>2</sup>New York State Education Law, Section 6201

In 1926, the Board of Higher Education was established with jurisdiction over "that part of the public school system within the City which is of collegiate grade and which leads to academic, technical, and professional degrees." The Board of Higher Education is authorized and required to organize the faculties of the various colleges under its jurisdiction<sup>1</sup> and to establish and conduct courses and curricula and to prescribe conditions of student admission, attendance, and discharge. The board is separately empowered to sponsor community colleges and to be the Board of Trustees of its sponsored community colleges.<sup>2</sup>

The board has a membership of 21 persons, appointed by the mayor of the City of New York for 9-year terms, and one ex-officio member, the president of the Board of Education. They serve without salary.

The Board of Higher Education has legal relationships with the Board of Regents and the Trustees of the State University. Under the latter, the curricula of the community colleges sponsored by the Board of Higher Education must be approved by the State University Trustees since the community colleges are administered under the program of the State University. As is true of all community colleges, the naming of a president must be approved by the Trustees of the State University.

c. The Private Colleges and Universities

All institutions of higher education operated under private auspices and not created by legislative charter are legally created by the Regents through the act of chartering. A charter is an instrument of incorporation admitting an institution to membership in the University of the State of New York,

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<sup>1</sup> See appendix H, p. 379.

<sup>2</sup> New York State Education Law, Section 6306

thus making each institution so established subject to the supervision of the Regents and the Commissioner of Education according to their rules and regulations and the laws of the State of New York.<sup>1</sup> Individual institutional control is vested with the original incorporators, or their successors, acting as a board of trustees. The powers of trustees of institutions are outlined in Section 226 of the Education Law.

There are currently 134 private institutions<sup>2</sup> of higher education in New York State: 17 of these are junior colleges and 117 are senior colleges or universities. Although diverse in size, purpose, and mission -- ranging from small, single-purpose institutions, such as seminaries, to well-known, multipurpose institutions -- all are bound together through membership in the University of the State of New York. A majority are yet further unified in their planning endeavors through membership in the Commission on Independent Colleges and Universities.

SECTION 4: The Structure of Noncollegiate Post-Secondary Education in New York State

Noncollegiate post-secondary education in this State is identified as that portion of post-secondary education provided through occupational programs in the public educational system; private occupational, business, and correspondence schools, including proprietary institutions; government-sponsored manpower training programs; industrial and apprenticeship training programs; and a variety of continuing education programs for adults. The Regents have begun to review and approve proprietary school programs and to grant permission, based upon an evaluation of the strength of specific programs, to award degrees. The Education Amendments of 1972 (P.L. 92-318)

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<sup>1</sup> New York State Education Law, Section 214

<sup>2</sup> A classification of these institutions is in appendix I, p. 381.

have identified and stressed the urgency for more careful identification and planning for educational and training programs beyond high school to meet the needs of returning veterans, adults, and high school graduates who do not elect to pursue formal college training. Special task forces are being established to identify those programs which are in greatest need of establishment or encouragement -- programs that permit post-high school students to pursue a kind of education especially tailored to their needs. These task forces are instructed to report to the Regents such programs as should be given specialized Regents attention. Furthermore, the noncollegiate sector will be more actively involved in providing information and insights for the 1974 progress report.



## SUMMARY OF REGENTS RECOMMENDATIONS AND POSITIONS

This is a summary of all the recommendations made and positions taken by the Regents throughout this document. The recommendations are arranged in the same order as they appear in the text.

### REGENTS RECOMMENDATIONS

1. To assure that by 1980 every high school graduate (or the equivalent), having the aptitude and motivation for post-secondary education, will have the opportunity to be admitted to a program of study suited to his educational needs and that this opportunity be afforded without regard to race, creed, sex, age, national origin, or economic status.
2. To develop and implement by 1980 a comprehensive system of post-secondary education, utilizing wherever feasible the principle of regionalization, to provide the following:
  - a. A diversity of programs designed to offer increased options to all students whatever their reasons for attending a post-secondary institution, be it
    - (1) to work toward a degree,
    - (2) to increase expertise in their chosen field,
    - (3) to take courses for self-enrichment;
  - b. Open access to post-secondary educational opportunities for people of all ages;
  - c. Flexible admissions criteria for easier entry and reentry into and among post-secondary institutions;
  - d. Maximum utilization of physical facilities and personal resources through interinstitutional cooperation;
  - e. Consideration of the national and international implications of post-secondary education.
3. To maintain and strengthen the quality of graduate education in New York State through prudently using currently available resources, avoiding duplication and proliferation, and continually reassessing and realigning program offerings in response to the changing needs of individuals and of society.
4. To encourage all post-secondary educational institutions to enlarge their commitment to and to be more responsive to the needs of the communities in which they exist, be they local, State, national, or worldwide.

5. To ensure that integration in post-secondary institutions becomes a fact in all areas, including student enrollments, faculty personnel, and residential accommodations under the auspices of the institutions.
6. To develop and implement a post-secondary planning and management information system to serve the needs of the State and to be compatible with the work being carried on by the United States Office of Education through the National Center for Higher Education Management Systems at the Western Interstate Commission for Higher Education. This system would provide a realistic data base for implementation of the above objectives.

#### To Strengthen Undergraduate Education

The Regents recommend that:

1. Colleges and universities base admission on interest and need for further education, placing students in programs suited to their capacities.
2. Colleges and universities offer admission guaranteed to be available for at least 3 years, grant leaves of absence readily, allow reentry without red tape or penalty, and minimize prerequisites and requirements of specific courses.
3. Colleges and universities introduce students to the world of work and creativity by incorporating first-hand experience of students' vocational interests in their curricula through cooperative education, internships, independent study, and research into life situations. The gap between the world of school and the world of work might be bridged by such means.
4. Colleges and universities relax existing program structures so an adult may enter or reenter formal education to achieve specific goals throughout his lifetime.
5. Colleges and universities provide creditable educational opportunities outside the formal campus via open universities, external degrees, and the use of a variety of educational mass media. The various professions are urged to create alternate routes to careers which do not depend on courses and degrees.
6. Colleges and universities allow more flexible time units for the completion of both course and degree requirements so that all students are not locked into the same time frame. This would permit students to shorten or to extend, without penalty or loss of academic quality, the time taken to complete objectives.
7. Colleges and universities increase the use of such new general degree titles as associate in occupational studies, bachelor of professional studies, master of professional studies, and doctor

of professional studies to recognize legitimate professional aspirations, and to span the gaps of credentialism in acknowledgement of what an educated man is.

8. A social services corps which would educationally tutor students in such places as inner city schools and rural communities be established.
9. Colleges grant academic credit and governments extend financial assistance to those who pursue collegiate post-secondary education outside formal institutions. Subsidized loans and scholar incentive awards should be established for a student's social service and for acceptable study proposals.
10. Commissions composed of secondary and collegiate personnel to develop better articulation between high school and collegiate levels to reduce overlap and the time required to complete educational goals be established.
11. Existing regulations and guidelines be reviewed to eliminate obstacles to a more flexible system while maintaining excellence in programs.
12. Community colleges and agricultural and technical colleges examine current practices in admissions and instruction in programs which are career-oriented at the 2-year level to increase the numbers of graduates who enter the job market upon completion by at least 50 percent.
13. To meet the needs of students in general, and disadvantaged students in particular, serious consideration be given to revising the structure for guidance, counseling, and advisement services on campuses to decentralize the services, thus increasing accessibility to students.
14. Community colleges be fully integrated into a regional system of public and private higher education to insure delivery of educational services to all who desire and need such services.
15. Occupational programs at the community colleges be more fully articulated with programs in the secondary schools and with Boards of Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choice at the community college level. This should include provisions for advance standing based on performance criteria where appropriate.
16. Administrative and program differentiation between the regular day programs and continuing education programs be eliminated. This should result in a "one-college" operation that allows individuals to differentiate their own pace and pattern for further education.

17. State University reassess the role and programs of the six agricultural and technical colleges.
18. State University consider devising a system of budget building which uses FTE plus a sliding scale based on unduplicated head count in continuing education programs.
19. Planning be undertaken to determine the best utilization schema for the urban centers and the cooperative college centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges now cosponsoring cooperative college centers and the differing conditions in various urban settings.
20. Expanded programs of occupational education in the urban centers be effected as soon as possible. This should result from careful planning and assessment of the needs of people, employers, and society. It must also give serious attention to the supportive services that will make skill training more usable. In addition to giving a person manipulative skills, the programs must improve his ability to relate to other people with whom he must work and live.
21. Legislation be enacted to accomplish the following:
  - The expansion of the role of the college to include the authority to administer the budget of the college once it is approved by local sponsors.
  - The reconstitution of local service areas for community colleges along lines that will more adequately reflect population densities rather than political boundaries. Pending the reconstitution of local service areas, establishment of new community colleges or multiple campuses for existing community colleges should be curtailed. The Regents are aware that forecasted demands for adequate educational services in urban areas may require that new community colleges or new campuses of existing community colleges be created by 1980.
  - The jurisdiction of the Board of Higher Education over all community colleges in New York City (except Fashion Institute of Technology).
22. A regional examining center be established in the northeast portion of the Nation to serve as a "credit bank" for those who have studied in whole or in part by nontraditional means.
23. Collegiate post-secondary institutions in the State work together and with the Regents to encourage and recognize independent learning on the post-secondary level, whether such learning takes place on their individual campuses or not.

24. Collegiate post-secondary institutions initiate broader programs of independent study for regularly enrolled students, particularly in introductory level courses.
25. The public and private collegiate post-secondary institutions expand the scope and the variety of such new departures as the State University's Empire State College and Syracuse University's bachelor of arts in liberal studies.
26. The State support expanded offerings in the College Proficiency Examination Program to undergird the Regents External Degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as police science, reading instruction, and the allied health fields.
27. The State explore, evaluate, and publicize -- for those who either choose to or must study on their own -- the noncollegiate learning experiences available through the University of the State of New York. These include libraries, museums, proprietary schools, industrial training programs, and home study materials delivered through the various technologies, all of which constitute an unrealized part of the educational resources of the State.
28. The possibilities of establishing an interstate regional examining center to evaluate post-secondary learning experiences and to award course credit for appropriate collegiate learning be explored.
29. Every effort be made to balance expenditures with income in the development and administration of programs to validate independent study on the collegiate level.
30. Counseling services in both secondary and post-secondary institutions be expanded to provide full advice concerning the options of study available to the student.
31. Colleges consider the careful development of 3-year curricular options for qualified students in appropriate fields. Institutions contemplating 3-year baccalaureates should, however, thoroughly rethink the nature of the curriculum and take care not to unduly imbalance the curriculum in favor of specialized work in the major.
32. Institutions be encouraged to develop early admissions programs which would give full college credit for accepted achievement.
33. The part of the Education Law which deals with Scholar Incentive Awards (Article 13) be amended in two ways:
  - (a) To assure that payments awarded to students be based on credit hours taken to enable needy part-time students to qualify.
  - (b) To extend the number of semesters a student may receive Scholar Incentive Awards from eight to 10 for a student pursuing a baccalaureate degree and from four to five for a student pursuing an associate degree.



34. All higher education institutions in New York State, according to their financial abilities, plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect.
35. Colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided (including the rural poor, other personnel with restricted assignments, and prison inmates) and create programs and courses that are appropriate for and geographically available to the people.
36. Enrollment in opportunity programs increase to 45,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and nonopportunity programs. The HEOP program should be expanded to 12,000 students by 1980 to insure adequate representation in the private sector.

To Strengthen Graduate and Professional Education

The Regents recommend that:

37. All currently authorized master's programs be reviewed for their strength from the standpoints of program purposes and accomplishments, student needs, and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled, (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions, and (c) below the minimum standards set by Commissioner's Regulations. In support of these ends, the establishment of a commission is being considered by the Regents to assist institutions in their self study.
38. Additional institutions not offer master's programs unless the circumstances are most unusual or the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs.
39. Wherever possible, the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree, should be a detachable program with goals and an integrity of its own.
40. Academic advising facilities be equally available to all categories of master's students, whether they attend college in the day or evening, in summer or regular sessions, are part-time or full-time students, or are matriculated or nonmatriculated students.



41. Institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education.
42. Categorical aid be provided to private engineering schools on the condition that they establish an academic council to reorient and consolidate programs. This approach will assure maintenance and support of existing institutions and will encourage them to develop viable procedures for the full and more efficient utilization of these programs.
43. The Regents will review and guide engineering program development and develop guidelines to evaluate the fiscal management of all engineering institutions and they will be assisted in this endeavor by recommendations from the Regents Advisory Council for Engineering.
44. A pilot program be initiated based on the concept of the engineering development program to provide a new option for post-baccalaureate training for engineering personnel.
45. The current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physician, the physicians' associate, the specialists' assistant, and the registered and licensed nurse. This should be done to achieve more efficient utilization of these personnel.
46. The medical and dental schools of the State report, by June 1, 1973, the further steps they are taking to increase their educational output (enrollments and degrees) and to improve the effectiveness and efficiency of health care delivery through measures such as program innovation, curriculum redesign, and continuing education opportunities.
47. The State and Federal governments approve appropriate incentive plans for all health care personnel that will guarantee a more equitable distribution of these professionals throughout the State.
48. Further plans in the health professions area be considered in relation to the recommendations of the New York State Health Planning Commission at such time as its report is made available.

To Provide for the Enrollments and Degrees in Higher Education

The Regents recommend that:

49. The projections for full-time enrollment detailed in depth on page 108 be adopted as the basis for planning in order that the Regents enrollment objectives be achieved.

50. New financial arrangements be developed to enable private institutions to meet the undergraduate enrollment goals in the master plan of the Commission on Independent Colleges and Universities.
51. State University accelerate the development for its senior campuses of admissions procedures that utilize other criteria in addition to high school achievement. This will provide for a better balance in the limited freshman classes of these institutions.
52. Mechanisms be developed to enable private institutions to play a more vital role in meeting the educational needs of 2-year college graduates.

#### In Consideration of the Higher Education Resources

The Regents recommend that:

53. All higher education institutions develop mechanisms for faculty evaluation which will consider the full spectrum of faculty participation in the educational effort and assure maximum remuneration and career advancement for excellence in the art and science of teaching.
54. Faculty members assume a major role in the implementation of innovations and flexibility in program design.
55. Departments within higher education institutions consider the desirability of sharing faculty through regional joint appointments.
56. All higher education institutions in the State reassess their recruitment policies to assure that a truly diverse faculty be enlisted which will include members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society.
57. Faculty members assume that academic responsibility essential to the maintenance of their academic freedom, and that all higher education institutions establish procedures to assure faculty members the right of due process of grievance when their academic freedom is challenged.
58. Guidelines for tenure, including goals and current faculty tenure proportions by faculty level and rank and procedures for the dismissal of incompetent tenured faculty should be reported by all institutions in their 1974 progress report.
59. Institutions investigate ways to increase faculty productivity as one way to increase the utilization of institutional resources.
60. Faculty continue in its traditional role in academic matters in cooperation with the administration, and that the following matters not be subject to collective bargaining:

- (a) Academic tenure should be awarded to individual faculty members as per the process set by the bylaws of the institution. It is the process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit.
- (b) Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions to insure high quality of relevance of institutional mission and goals.
- (c) The processes for faculty evaluation, promotion, and retention should be provided for in the bylaws and should be within the control of the governance structure of the institution. The processes should not be defined by the terms of collective bargaining contract.
- (d) Student/faculty ratios and class size are and should remain a determination of the academic department and the administration in order to assure a responsiveness and flexibility to the varying needs and abilities of students.
- (e) Administrative and/or academic organizational structure is a prerogative of the administration as the executive of the governing board.

61. In the area of academic libraries:

- (a) That where 3R's regions and higher education planning regions are not coterminous, effective interface be achieved by insuring that the Regents Advisory Councils in the higher education regions make full use of the expertise that has been developed in the 3R's Systems through their representation on these Councils and the relevant task forces.
- (b) That appropriate utilization be made of the resources of all types of libraries -- public, industrial, research, hospital and medical, and the museum libraries that make up the membership of the nine 3R's Systems -- to meet the regional post-secondary educational needs of the State.
- (c) That librarians be included on advisory committees related to higher education at State, regional, and institutional levels.
- (d) That the device of contract between 3R's Systems and regional associations of institutions of higher education be exploited.
- (e) That the higher education regions jointly with the 3R's Systems designate certain libraries and/or collections of strength as resource libraries that will be available to all students and faculty in institutions of higher education in the regions. Such designated libraries should receive appropriate compensation for serving a regional role.

- (f) That every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities. Therefore, the Regents recommend, in principle, that the guidelines developed by the Advisory Committee on Long Range Planning for Academic libraries in New York State become standards for all academic libraries in the State. While interlibrary cooperation through the 3R's Systems and regionalism is encouraged, it is recognized that the effective use of the concept of shared resources and facilities will be eroded if individual institutions do not have basic resources and facilities on site.
  - (g) That academic institutions provide special library instruction and counseling for students needing remediation.
  - (h) That effective use be made of all media and instructional technology including the development of an information retrieval and dissemination system when such methodology serves program objectives.
  - (i) That as joint curricular development evolves so should joint acquisitions programs be developed among institutions of higher education. This should be fostered through the ongoing joint acquisitions committees of the 3R's Systems.
  - (j) That the State enact legislation in support of reference and research library service as recommended by the report of the Commissioner's Committee on Reference and Research Library Resources (1961) and the Major Recommendations of the Regents for Legislative Action, 1972. Such legislation would provide support for the 3R's Systems and for State level programs, including research collective development, NYSILL, etc.
  - (k) That, in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total library network of the State and in the key role the library plays in the support of academic library service including the State University of New York, The City University of New York, and the private colleges and universities of New York, the State increase its support for the Research Libraries of the New York Public Library in order to enable it to continue and to strengthen its support services such as catalog and other bibliographic assistance to the academic and research libraries of the State.
- 62. Comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost.
  - 63. The Space Factors Committee continue to develop space factors that can be used to assess the amount of space available in the State, to determine how it is utilized, and to assess proposals submitted for approval of new facilities.

64. The Dormitory Authority exercise restraint in the authorization of new facilities construction in the nonpublic sector, especially if they expand capacity.
65. The State University of New York seek out ways to further improve space utilization of its facilities including year-round academic calendars and conversion of unused dormitory space to faculty office or instructional space.
66. The City University of New York identify individual senior college facilities priorities within these constraints:
  - (a) That the overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student;
  - (b) That no construction take place which is not a part of a master plan approved by the Regents and the Governor;
  - (c) That no more than \$520 million in new construction be authorized for senior college facilities expansion between July 1, 1972 and June 30, 1976.
67. Private collegiate institutions reexamine their facilities plans, investigate ways to increase space utilization (including year-round academic calendar and conversion of unused dormitory space), and limit construction to essential projects.
68. A student allocation model be developed which will identify alternatives for reducing the disparities among sector space utilization rates.
69. Institutions design faculty assessment and reward devices that will encourage the growth of a faculty mix appropriate to the goals of the school and to its resources.
70. Institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to preservation of a unique academic character.
71. Institutions seek out and implement new ways of increasing faculty productivity and lessening the time required for learning; institutions consider reorienting schedules around a 12-month year and around the material content of courses; and that efforts be made to establish flexible devices for the recognition of nonconventional past learning. Institutions should have concrete steps in process in these areas for inclusion in the 1974 progress report.
72. Institutions critically review their administrative staffing and operational procedures to insure more efficient resource utilization with particular emphasis on facilities, equipment, and noneducational assets.



73. The State recognize, with a resource reallocation, the contribution of the private sector in providing diverse types of educational opportunities; that the State take immediate steps towards lessening the differential in net costs to students of attendance at public and private colleges and universities.
74. Every institution in the State join with the Regents to conduct a comprehensive study of the volume and cost of higher education.
75. A continuing effort be made to have the Federal government extend its financial support of higher education in accord with the principles of the Education Amendments Act of 1972 and the Regents 1968 master plan recommendations (Nos. 3, 4, and 5).
76. Consideration be given to, and a study undertaken of, the possibilities of funding all public higher education entirely through the State (including Federal funds channeled to New York) to relieve demands on local governmental authorities.
77. Continuing evaluation of student aid programs and of the clientele to be served by these programs be carried on and recommendations for State and Federal action be submitted on an annual basis.

To Strengthen Noncollegiate Post-Secondary Education

The Regents recommend that:

78. Post-secondary educational programs be evaluated on their own merits, regardless of the type of institution offering them.
79. Planning arrangements, both statewide and regional, involve the active participation of the noncollegiate sector.
80. Student financial aid programs incorporate additional provisions for adults who wish to continue their education beyond high school.
81. Students be permitted the choice of applying financial assistance to any post-secondary educational program in the State, including noncollegiate programs, according to their own needs and interests.
82. A comprehensive management information system be developed, generating compatible data on the current and anticipated status of all education beyond high school in the State concerning programs, enrollment and graduates, facilities and capacity, faculty, and finances.
83. Collegiate and noncollegiate institutions establish cooperative relationships with each other for their mutual benefit and for the benefit of students in choosing among branches and styles of study.
84. Collegiate and noncollegiate institutions establish cooperative relationships with each other and the world of work for their mutual benefit and for the benefit of students in choosing combinations of study and work activities.



85. Formal borderlines between collegiate and noncollegiate post-secondary education be erased through the development of a comprehensive system of post-secondary education that involves no distinction in status.

#### REGENTS POSITIONS

The Regents reaction to the master plans submitted by the State University, The City University, and the Commission on Independent Colleges and Universities on behalf of the private colleges and universities are herein summarized. A more detailed account may be found in the second division of this document.

##### The Regents Position in regard to State University:

This master plan reflects the University's commitment to expanded educational opportunity; the Regents compliment the University for its development of so comprehensive, coherent, and integrated a plan. Four specific areas are highlighted; the Regents urge the University to be aware of these in implementing its plans.

#### Admissions Policy

To the extent that the State University serves students who would otherwise attend nonpublic institutions, it fails to meet the State's commitment to provide equal educational opportunities. The Regents are pleased that the State University seeks to minimize this problem.

#### Meeting the Needs of Minority Communities

The 2-year and 4-year colleges in the University system exhibit relatively low enrollments of minority students and relatively low employment levels of minority professionals. The Regents commend the State University for the importance placed on extending further opportunities to minorities in its plans.

#### Transfer Policies

The State University plans to increase significantly the transfer opportunities for 2-year college students. Since such students tend to be drawn from lower socioeconomic groups and the State University will not likely be able to accommodate all students, the Regents urge the State University to support a student financial aid system enabling a substantial number of 2-year college graduates to elect to transfer to a 4-year nonpublic institution.

### Relationship to Nonpublic Institutions

The Regents believe that public policy is best served by maintaining a strong and viable alternative to public higher education in this State, and are concerned that a number of the State University recommendations may tend to undermine or needlessly duplicate services and programs in nonpublic institutions.

#### The Regents Position in regard to The City University:

The City University is congratulated for open admissions for its citywide baccalaureate degree, and for its cooperation with private colleges in New York City. The Regents acknowledge the rapid strides made in enlarging opportunities for culturally deprived and educationally disadvantaged youth.

The Regents are somewhat disappointed with the overall response. In some cases, the individual response is totally inadequate and, in others, it is contrary to Regents policy. An example of the former is governance, where administrative and management efforts are described in detail while discussion relative to fundamental questions is completely lacking. The University's free tuition policy runs counter to the Regents view that the student should assume an equitable portion of his educational costs, based on his ability to pay. The Regents regret The City University's apparent attitude toward regional relationships as being necessary only when problems of faculty shortage or high cost programs arise.

On the positive side, the Regents commend the University on its development of programs to meet the needs of an increasingly diverse population; especially encouraging is the broadened commitment to adults. The awareness of the University's role in New York City is underscored by its intent to expand well-established relationships with various agencies through program offerings and research. The Regents encourage this commitment and compliment the University on it.

#### The Regents Position in regard to the private colleges and universities:

The Regents compliment the commission and each private institution for having developed long-range plans. The Regents caution private colleges to reexamine their long-range projections, especially enrollments. The projections appear to be too optimistic, unless new sources of revenue are found.

The Regents are gratified by the broad scope of the aggregate response to the 11 priority concerns; they are also impressed with the realistic attitude of the responses.

While the Regents encourage open admissions and note that it has been implemented in a sense by generous financial aid, they recognize that a large scale, across-the-board approach is more appropriate to the public sector. The Regents encourage the private colleges and universities to develop their unique strengths rather than dispersing their limited resources.

The Regents find it refreshing to see private institutions calling for an objective view of the liberal arts, in and of themselves, and proposing the need for clarifying this with students. They also commend the private institutions for the programs proposed to insure the relevancy of all offerings.

The Regents are pleased to learn that more active participation in the planning process has had a beneficial and stimulating effect. In this respect, they look forward to increased evidences of this process in the 1974 progress report of the private colleges and universities.

The Regents Position in regard to noncollegiate post-secondary education:

The Regents recognize the importance of noncollegiate post-secondary education in their 1972 statewide plan. This recognition is a prerequisite toward realizing the goal of equal educational opportunities and toward providing a truly comprehensive system of post-secondary education.

With the present statements from the three proprietary business schools for this plan as a precedent, the Regents urge all such institutions to provide similar statements for incorporating an even broader perspective in their 1974 progress report. Only in this way will the comprehensive development of higher education become reality.

## Appendix A

### Statistical Tables

In this appendix are the statistical tables which support the materials appearing in the first division.

Table 1, Percent of Family Members 18 to 24 Years Old Enrolled in College by Family Income and Race for the United States, October 1970.

| Race             | Total | Family Income Level |                          |                            |                         |
|------------------|-------|---------------------|--------------------------|----------------------------|-------------------------|
|                  |       | Under<br>\$3,000    | \$3,000<br>to<br>\$9,999 | \$10,000<br>to<br>\$14,999 | \$15,000<br>and<br>over |
| (1)              | (2)   | (3)                 | (4)                      | (5)                        | (6)                     |
| Total, All Races | 39.3  | 13.7                | 30.2                     | 45.7                       | 59.8                    |
| White            | 42.5  | 15.0                | 32.8                     | 46.3                       | 60.5                    |
| Negro            | 20.4  | 11.7                | 18.4                     | 37.3                       | NA                      |
| Other*           | NA    | NA                  | NA                       | NA                         | NA                      |

\*Sample size was too small to reliably estimate cell.

Sources: U.S. Bureau of the Census, Current Population Reports: School Enrollment: October 1970, Washington, D.C.: U.S. Government Printing Office, 1971 (Series P-20, No. 222).

Table 2, Graduate Degree-Credit Enrollment at Colleges and Universities  
in New York State by Control of Institution and Type of  
Attendance for the Years 1965-71\*.

| Control<br>of<br>Institution | 1965    | 1966    | 1967    | 1968    | 1969    | 1970    | 1971    |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|
| (1)                          | (2)     | (3)     | (4)     | (5)     | (6)     | (7)     | (8)     |
| <u>Total State</u>           | 102,595 | 111,289 | 121,337 | 135,398 | 137,664 | 141,230 | 148,092 |
| Full-Time                    | 27,674  | 31,248  | 35,176  | 36,037  | 38,476  | 41,097  | 42,637  |
| Part-Time                    | 74,921  | 80,241  | 86,161  | 99,361  | 99,158  | 100,133 | 105,455 |
| <u>Private Institutions</u>  | 68,499  | 75,104  | 80,584  | 87,771  | 84,810  | 84,153  | 85,883  |
| Full-Time                    | 22,399  | 24,224  | 26,236  | 26,586  | 27,401  | 27,787  | 27,578  |
| Part-Time                    | 46,100  | 50,880  | 54,348  | 61,185  | 57,410  | 56,369  | 58,305  |
| <u>State University</u>      | 14,482  | 15,199  | 18,187  | 21,681  | 25,945  | 30,421  | 34,082  |
| Full-Time                    | 3,965   | 4,715   | 6,227   | 7,208   | 8,564   | 9,934   | 11,059  |
| Part-Time                    | 10,517  | 10,484  | 11,960  | 14,473  | 17,381  | 20,487  | 23,023  |
| <u>City University</u>       | 19,614  | 20,986  | 22,566  | 25,946  | 26,878  | 26,653  | 28,127  |
| Full-Time                    | 1,310   | 2,109   | 2,713   | 2,243   | 2,511   | 3,376   | 4,000   |
| Part-Time                    | 18,304  | 18,877  | 19,853  | 23,703  | 24,367  | 23,277  | 24,127  |

\*Excludes selected first-professional enrollments



Table 3, Net Migration of Degree-Credit Graduate Students to New York State for the Years 1963 and 1968.

|                                                                             | Year   |        |
|-----------------------------------------------------------------------------|--------|--------|
|                                                                             | 1963   | 1968   |
| (1)                                                                         | (2)    | (3)    |
| 1. Non-New York State Residents Enrolled in Institutions in New York State  | 14,903 | 23,006 |
| 2. New York State Residents Enrolled in Institutions Outside New York State | 10,005 | 18,814 |
| Net Migration (Row 1 minus Row 2)                                           | +4,895 | +4,192 |

Source: United States Office of Education, Residence and Migration of College Students, Washington, D.C.: U.S. Government Printing Office, 1963 and 1968.

Table 4, New York State Residents Attending Higher Education Institutions in Graduate Programs by Location and Control of Institution for the Years 1963 and 1968.

| Location of Institution                                                  | 1963   |                  | 1968    |                  |
|--------------------------------------------------------------------------|--------|------------------|---------|------------------|
|                                                                          | Number | Percent of Total | Number  | Percent of Total |
| (1)                                                                      | (2)    | (3)              | (4)     | (5)              |
| <u>New York State Residents Enrolled in All Institutions</u>             | 66,155 | 100.0            | 123,133 | 100.0            |
| Public                                                                   | 14,324 | 21.7             | 51,711  | 42.0             |
| Private                                                                  | 51,831 | 78.3             | 71,422  | 58.0             |
| <u>New York State Residents Enrolled in New York State Institutions</u>  | 56,150 | 84.9             | 104,319 | 84.7             |
| Public                                                                   | 9,409  | 14.2             | 41,498  | 33.7             |
| Private                                                                  | 46,741 | 70.7             | 62,821  | 51.0             |
| <u>New York State Residents Enrolled in Institutions in Other States</u> | 10,005 | 15.1             | 18,814  | 15.3             |
| Public                                                                   | 4,915  | 7.4              | 10,213  | 8.3              |
| Private                                                                  | 5,090  | 7.7              | 8,601   | 7.0              |

Source: United States Office of Education, Residence and Migration of College Students, Washington, D.C.: U.S. Government Printing Office, 1963 and 1968.

Table 5, Graduate Enrollment in New York State Institutions by Residence of Student and Control of Institution for the Years 1963 and 1968.

|                              | Enrollment in New York State Institutions |                  |         |                  |
|------------------------------|-------------------------------------------|------------------|---------|------------------|
|                              | 1963                                      |                  | 1968    |                  |
|                              | Number                                    | Percent of Total | Number  | Percent of Total |
| (1)                          | (2)                                       | (3)              | (4)     | (5)              |
| <u>All Institutions</u>      | 84,518                                    | 100.0            | 127,325 | 100.0            |
| New York State Residents     | 69,615                                    | 82.4             | 104,319 | 81.9             |
| Non-New York State Residents | 14,903                                    | 17.6             | 23,006  | 18.1             |
| <u>Public Institutions</u>   | 23,606                                    | 100.0            | 45,445  | 100.0            |
| New York State Residents     | 22,874                                    | 96.9             | 41,546  | 91.4             |
| Non-New York State Residents | 732                                       | 3.1              | 3,899   | 8.6              |
| <u>Private Institutions</u>  | 60,912                                    | 100.0            | 81,880  | 100.0            |
| New York State Residents     | 46,741                                    | 76.8             | 62,773  | 76.7             |
| Non-New York State Residents | 14,171                                    | 23.2             | 19,107  | 23.3             |

Source: United States Office of Education, Residence and Migration of College Students, Washington, D.C.: U.S. Government Printing Office, 1963 and 1968.

Table 6, Master's Degrees Awarded in Selected Academic Fields for the Years 1965-66 and 1969-70.

| Academic Field        | 1965-66 |                  | 1969-70 |                  |
|-----------------------|---------|------------------|---------|------------------|
|                       | Number  | Percent of Total | Number  | Percent of Total |
| (1)                   | (2)     | (3)              | (4)     | (5)              |
| Education             | 6,144   | 31.7             | 10,427  | 39.1             |
| Business and Commerce | 1,704   | 8.8              | 2,844   | 10.7             |
| Engineering           | 2,158   | 11.1             | 2,115   | 7.9              |
| Social Sciences       | 1,982   | 10.2             | 1,940   | 7.3              |
| Public Service Cur.   | 834     | 4.3              | 1,280   | 4.8              |
| Fine and Applied Arts | 603     | 3.1              | 720     | 2.7              |
| Other                 | 5,960   | 30.7             | 7,327   | 27.5             |
| Total                 | 19,385  | 100.0            | 26,653  | 100.0            |

Table 7, Doctoral Degrees Awarded by Academic Field by New York State Colleges and Universities for the Years 1959-60, 1961-62, 1962-63, 1965-66, 1967-68, and 1969-70.

| 1959-60                |                           |     | 1961-62 |                           |       | 1962-63 |                           |      | 1965-66 |                           |       | 1967-68 |                           |      | 1969-70 |                           |      |
|------------------------|---------------------------|-----|---------|---------------------------|-------|---------|---------------------------|------|---------|---------------------------|-------|---------|---------------------------|------|---------|---------------------------|------|
| Number                 | Percent of National Total | (3) | Number  | Percent of National Total | (5)   | Number  | Percent of National Total | (7)  | Number  | Percent of National Total | (9)   | Number  | Percent of National Total | (11) | Number  | Percent of National Total | (13) |
|                        |                           |     |         |                           |       |         |                           |      |         |                           |       |         |                           |      |         |                           |      |
| (1)                    | (2)                       | (3) | (4)     | (5)                       | (6)   | (7)     | (8)                       | (9)  | (10)    | (11)                      | (12)  | (13)    |                           |      |         |                           |      |
| Bio. Sci. <sup>1</sup> | 138                       | 12  | 134     | 10.0                      | 163   | 10.0    | 190                       | 9.6  | 255     | 9.8                       | 286   | 9.0     |                           |      |         |                           |      |
| Educa.                 | 344                       | 22  | 318     | 17.0                      | 346   | 15.0    | 371                       | 12.0 | 524     | 13.0                      | 637   | 11.0    |                           |      |         |                           |      |
| Engr.                  | 83                        | 10  | 138     | 11.0                      | 147   | 8.8     | 247                       | 11.0 | 301     | 11.0                      | 339   | 9.9     |                           |      |         |                           |      |
| Humanities             | 249                       | 17  | 228     | 15.0                      | 303   | 15.0    | 331                       | 13.0 | 474     | 15.0                      | 531   | 13.0    |                           |      |         |                           |      |
| Math.                  | 30                        | 10  | 37      | 9.5                       | 54    | 9.2     | 80                        | 10.0 | 99      | 10.0                      | 119   | 9.8     |                           |      |         |                           |      |
| Phy. Sci.              | 215                       | 12  | 237     | 11.0                      | 268   | 11.0    | 302                       | 10.0 | 403     | 11.0                      | 436   | 9.9     |                           |      |         |                           |      |
| Psych.                 | 134                       | 17  | 141     | 16.0                      | 167   | 16.0    | 171                       | 15.0 | 191     | 13.0                      | 210   | 11.0    |                           |      |         |                           |      |
| Soc. Sci. <sup>2</sup> | 156                       | 19  | 174     | 18.0                      | 171   | 14.0    | 192                       | 14.0 | 280     | 15.0                      | 483   | 19.0    |                           |      |         |                           |      |
| All Fields             | 1,443                     | 15  | 1,580   | 14.0                      | 1,774 | 12.0    | 2,138                     | 12.0 | 2,720   | 12.0                      | 3,285 | 11.0    |                           |      |         |                           |      |

<sup>1</sup> Biological sciences do not include agriculture or forestry.

<sup>2</sup> Social sciences excludes history which is under humanities.

Source s: National Research Council. New York State Education Department.

Table 8, National Employment of Doctoral Degree Holders by Type of Employment and Work Activity, January 1969.

| Academic Field | TYPE OF EMPLOYMENT |                   |                  |               |       |                  | TYPE OF WORK ACTIVITY |       |                  |                       |                          |             |                 |  |
|----------------|--------------------|-------------------|------------------|---------------|-------|------------------|-----------------------|-------|------------------|-----------------------|--------------------------|-------------|-----------------|--|
|                | Graduate           |                   |                  | Undergraduate |       |                  | Nonacademic           |       |                  | Academic <sup>c</sup> |                          |             |                 |  |
|                |                    |                   |                  |               |       |                  |                       |       |                  |                       |                          |             |                 |  |
|                | Number             | Total             | Percent of Total | Number        | Total | Percent of Total | Number                | Total | Percent of Total | Percent Research      | Percent Teaching & Other | Percent R&D | Percent Non-R&D |  |
| (1)            | (2)                | (3)               | (4)              | (5)           | (6)   | (7)              | (8)                   | (9)   | (10)             | (11)                  | (12)                     | (13)        | (14)            |  |
| Engineering    | 22.6               | 9.7               | 43               | 1.1           | 5.0   | 9.1              | 40.0                  | 2.7   | 12               | 18                    | 30                       | 40          | 12.0            |  |
| Life Sci.      | 39.3               | 16.9 <sup>a</sup> | 43               | 12.3          | 31.0  | 7.8              | 20.0                  | 2.3   | 6                | 20                    | 54                       | 20          | 6.0             |  |
| Mathematics    | 9.6                | 6.1               | 63               | 2.0           | 21.0  | 0.8              | 8.0                   | 0.7   | 70               | 27                    | 57                       | 80          | 7.0             |  |
| Physical Sci.  | 51.5               | 12.2 <sup>b</sup> | 24               | 8.5           | 16.0  | 25.5             | 50.0                  | 5.3   | 10               | 11                    | 39                       | 50          | 10.0            |  |
| Soc. Sci.      | 35.0               | 11.8              | 34               | 13.8          | 40.0  | 5.4              | 15.0                  | 4.0   | 11               | 16                    | 58                       | 15          | 11.0            |  |
| Total          | 158.0              | 56.6              | 36               | 37.7          | 24.0  | 48.6             | 31.0                  | 15.1  | 9                |                       |                          |             |                 |  |

<sup>a</sup> Includes 3.2 post-doctorates

<sup>b</sup> Includes 3.6 post-doctorates

<sup>c</sup> Net time of all faculty devoted to each activity. Assumed that 40 percent of graduate faculty and 10 percent of undergraduate faculty time devoted to research.



Table 9, High School Graduates, First-Time Freshmen, and Resultant College-Going Rates for New York State Institutions: Actual Data 1961-71; Projected Data<sup>4</sup> 1972-80.

| Year             | High School Graduates <sup>1</sup> | Percent Increase Over Previous Year | Full-Time First-Time Freshmen <sup>2</sup> | Percent Increase Over Previous Year | Percent Increase F-T Fresh. to H.S. Grads. | Percent of Difference from Previous Year | Full-Time Enrollment from Undergrad. | Numerical Increase | Percent Increase |
|------------------|------------------------------------|-------------------------------------|--------------------------------------------|-------------------------------------|--------------------------------------------|------------------------------------------|--------------------------------------|--------------------|------------------|
| (1)              | (2)                                | (3)                                 | (4)                                        | (5)                                 | (6)                                        | (7)                                      | (8)                                  | (9)                | (10)             |
| <b>Actual</b>    |                                    |                                     |                                            |                                     |                                            |                                          |                                      |                    |                  |
| 1961             | 165,200                            | --                                  | 64,600                                     | --                                  | 39.1                                       | --                                       | 208,700                              |                    |                  |
| 1962             | 164,500                            | -0.4                                | 66,400                                     | 2.9                                 | 40.4                                       | 1.3                                      | 222,500                              | 13,800             | 6.6              |
| 1963             | 170,400                            | 3.6                                 | 73,200                                     | 10.2                                | 43.0                                       | 2.6                                      | 240,200                              | 17,700             | 8.0              |
| 1964             | 209,100                            | 22.5                                | 90,200                                     | 23.5                                | 43.1                                       | 0.1                                      | 267,800                              | 27,600             | 11.5             |
| 1965             | 219,600                            | 5.1                                 | 95,800                                     | 6.2                                 | 43.6                                       | 0.5                                      | 298,500                              | 30,700             | 11.5             |
| 1966             | 210,300                            | -4.3                                | 94,500                                     | -1.4                                | 44.9                                       | 1.3                                      | 321,700                              | 23,200             | 7.8              |
| 1967             | 222,800                            | 6.0                                 | 104,300                                    | 10.4                                | 46.8                                       | 1.9                                      | 347,400                              | 25,700             | 8.0              |
| 1968             | 225,200                            | 1.0                                 | 113,600                                    | 9.0                                 | 50.5                                       | 3.7                                      | 374,500                              | 27,100             | 7.8              |
| 1969             | 223,000                            | -1.0                                | 121,300                                    | 6.5                                 | 54.4                                       | 3.8                                      | 402,000                              | 27,500             | 7.3              |
| 1970             | 233,600                            | 4.8                                 | 140,000                                    | 15.8                                | 59.9                                       | 4.1                                      | 439,600                              | 37,600             | 9.4              |
| 1971             | 234,300                            | 0.3                                 | 137,700                                    | -1.8                                | 58.8                                       | -1.2                                     | 467,100                              | 27,500             | 6.3              |
| <b>Estimated</b> |                                    |                                     |                                            |                                     |                                            |                                          |                                      |                    |                  |
| 1972             | 237,900                            | 1.5                                 | 140,400                                    | 2.0                                 | 59.0                                       | 0.2                                      | 488,500                              | 21,400             | 4.6              |
| 1973             | 240,900                            | 1.3                                 | 145,500                                    | 3.6                                 | 60.4                                       | 1.4                                      | 505,600                              | 17,100             | 3.5              |
| 1974             | 245,100                            | 1.7                                 | 151,200                                    | 3.9                                 | 61.7                                       | 1.3                                      | 519,100                              | 13,500             | 2.7              |
| 1975             | 252,000                            | 2.8                                 | 159,000                                    | 5.2                                 | 63.1                                       | 1.4                                      | 540,700                              | 21,600             | 4.2              |
| 1976             | 254,000                            | 0.8                                 | 163,800                                    | 3.0                                 | 64.5                                       | 1.4                                      | 562,900                              | 22,200             | 4.1              |
| 1977             | 257,900                            | 1.5                                 | 170,000                                    | 3.8                                 | 65.9                                       | 1.4                                      | 586,700                              | 23,800             | 4.2              |
| 1978             | 258,000                            | 0.0                                 | 173,400                                    | 2.0                                 | 67.2                                       | 1.3                                      | 607,800                              | 21,100             | 3.6              |
| 1979             | 262,400                            | 1.7                                 | 180,000                                    | 3.8                                 | 68.6                                       | 1.4                                      | 627,600                              | 19,800             | 3.3              |
| 1980             | 259,300                            | -1.2                                | 181,500                                    | 0.8                                 | 70.0                                       | 1.4                                      | 643,000                              | 15,400             | 2.5              |
| 1985             | 234,700                            | -9.5                                | 171,300                                    | -5.6                                | 73.00                                      | 3.0                                      | 635,900                              | -7,100             | -1.1             |
| 1990             | 238,900                            | 1.8                                 | 179,200                                    | 4.6                                 | 75.00                                      | 2.0                                      | 635,500                              | - 400              | -0.1             |

NOTE: See list of footnotes on following page.

# List of Sources for Table 9

- 1
  - 1961-63 Projections of High School Graduates, Albany, New York: NYSED, Information Center on Education, 1966.
  - 1964-68 College Going Rate of New York State High School Graduates, Albany, New York: NYSED, Information Center on Education, Annual.
  - 1969-70 Distribution of High School Graduates and College Going Rates in New York State, Albany, New York: NYSED, Information Center on Education, 1971.
  - 1971-80 Based Upon Information Center projections revised by OPHE as per Enrollment Projections in New York State Schools, 1970-71 to 1989-90, Albany, New York: NYSED, Information Center on Education.
- 2
  - 1961-66 College and University Enrollments, Albany, New York: NYSED, Information Center on Education, Annual Reports.
  - 1967-68 Planning Statistics 1969, Vol. I-A, Albany, New York: NYSED, Office of Planning in Higher Education, January 1970.
  - 1969-71 Planning Statistics, 1972, Vol. I-A, Albany, New York: NYSED, Office of Planning in Higher Education.
- 3
  - Initial year of planned increase in college-going rate.
- 4
  - Assumptions used in projection methodology:
    1. New York State will move toward a net out-migration of 13,000 full-time, first-time freshmen by 1980, representing 5 percent of the high school graduates that year.
    2. Attrition and degree conferral rates of undergraduate students will follow the 1965-71 patterns.
    3. In the 1983-1987 period, New York State will move toward a zero net migration. This coincides with a period of rapid decline in New York State high school graduates.

Table 10, Associate and Baccalaureate Degrees Awarded by New York State Colleges and Universities: Actual 1960-61 to 1970-71; Projected 1971-72 to 1979-80.

| Year             | Associate | Baccalaureate |
|------------------|-----------|---------------|
| (1)              | (2)       | (3)           |
| <u>Actual</u>    |           |               |
| 1960-61          | 7,663     | 34,641        |
| 1961-62          | 8,849     | 35,701        |
| 1962-63          | 10,063    | 39,929        |
| 1963-64          | 10,847    | 44,235        |
| 1964-65          | 12,591    | 46,968        |
| 1965-66          | 15,830    | 49,077        |
| 1966-67          | 19,306    | 52,381        |
| 1967-68          | 20,705    | 60,250        |
| 1968-69          | 24,112    | 66,277        |
| 1969-70          | 26,924    | 67,204        |
| 1970-71          | 30,846    | 72,017        |
| <u>Projected</u> |           |               |
| 1971-72          | 36,300    | 78,200        |
| 1972-73          | 39,500    | 83,600        |
| 1973-74          | 40,600    | 87,500        |
| 1974-75          | 42,700    | 91,400        |
| 1975-76          | 45,800    | 96,800        |
| 1976-77          | 49,200    | 101,600       |
| 1977-78          | 52,400    | 105,600       |
| 1978-79          | 55,600    | 110,500       |
| 1979-80          | 58,600    | 114,700       |

Table 11, Full-Time Degree-Credit Enrollment at Colleges and Universities in New York State by Level:  
Actual Data 1965-71; Projected Data 1972-80.

| Year      | Total<br>Full-Time | Full-Time<br>Undergraduate | Graduate and First-Professional | Full-Time |
|-----------|--------------------|----------------------------|---------------------------------|-----------|
| (1)       | (2)                | (3)                        | (4)                             |           |
| Actual    |                    |                            |                                 |           |
| 1965      | 338,300            | 298,500                    |                                 | 39,800    |
| 1966      | 365,500            | 321,700                    |                                 | 43,800    |
| 1967      | 395,900            | 347,500                    |                                 | 48,400    |
| 1968      | 423,800            | 374,500                    |                                 | 49,300    |
| 1969      | 454,100            | 402,000                    |                                 | 51,400    |
| 1970      | 494,900            | 439,600                    |                                 | 55,300    |
| 1971      | 524,900            | 467,100                    |                                 | 57,800    |
| Projected |                    |                            |                                 |           |
| 1972      | 548,100            | 488,500                    |                                 | 59,600    |
| 1973      | 567,800            | 505,600                    |                                 | 62,200    |
| 1974      | 583,700            | 519,100                    |                                 | 64,600    |
| 1975      | 607,600            | 540,700                    |                                 | 66,900    |
| 1976      | 633,200            | 562,900                    |                                 | 70,300    |
| 1977      | 659,000            | 586,700                    |                                 | 72,300    |
| 1978      | 682,400            | 607,800                    |                                 | 74,600    |
| 1979      | 704,300            | 627,600                    |                                 | 76,700    |
| 1980      | 721,800            | 643,000                    |                                 | 78,800    |

Table 12, Full-Time Graduate Degree-Credit Enrollment<sup>1</sup> in New York State Colleges and Universities by Level: Actual 1970; Projected 1971-80.

| Year             | Total  | Master's | Doctoral |
|------------------|--------|----------|----------|
| (1)              | (2)    | (3)      | (4)      |
| <u>Actual</u>    |        |          |          |
| 1970             | 41,187 | 24,188   | 16,999   |
| 1971             | 42,651 | 26,016   | 16,635   |
| <u>Estimated</u> |        |          |          |
| 1972             | 43,900 | 27,100   | 16,800   |
| 1973             | 45,900 | 28,700   | 17,200   |
| 1974             | 47,700 | 30,100   | 17,600   |
| 1975             | 49,400 | 31,400   | 18,000   |
| 1976             | 51,700 | 33,300   | 18,400   |
| 1977             | 52,700 | 33,900   | 18,800   |
| 1978             | 54,000 | 34,800   | 19,200   |
| 1979             | 55,000 | 35,400   | 19,600   |
| 1980             | 55,900 | 35,900   | 20,000   |

<sup>1</sup> Excludes selected first-professional disciplines - see table 9.

Table 13, Master's Degree-Credit Enrollment by Type of Attendance and Academic Field, Fall 1970.

| Academic Field        | Full-Time |                  | Part-Time |                  | Total  |                  |
|-----------------------|-----------|------------------|-----------|------------------|--------|------------------|
|                       | Number    | Percent of Total | Number    | Percent of Total | Number | Percent of Total |
| (1)                   | (2)       | (3)              | (4)       | (5)              | (6)    | (7)              |
| Architecture          | 152       | 0.7              |           |                  | 152    | 0.2              |
| Agriculture           | 345       | 1.5              | 69        | 0.1              | 414    | 0.4              |
| Area Studies          | 73        | 0.3              | 124       | 0.2              | 197    | 0.2              |
| Biological Sciences   | 553       | 2.4              | 1,054     | 1.5              | 1,607  | 1.7              |
| Business and Commerce | 3,330     | 14.6             | 9,575     | 13.5             | 12,905 | 13.8             |
| Communications        | 382       | 1.7              | 213       | 0.3              | 595    | 0.6              |
| Computer Science      | 318       | 1.4              | 1,608     | 2.3              | 1,926  | 2.1              |
| Education             | 4,539     | 19.9             | 29,411    | 41.5             | 33,950 | 36.2             |
| Engineering           | 1,627     | 7.1              | 4,069     | 5.7              | 5,696  | 6.1              |
| Fine & Applied Arts   | 1,384     | 6.1              | 1,003     | 1.4              | 2,387  | 2.5              |
| Foreign Language      | 449       | 2.0              | 1,289     | 1.8              | 1,738  | 1.9              |
| Forestry              | 45        | 0.2              | 21        | --               | 66     | 0.1              |
| Geography             | 54        | 0.2              | 19        | --               | 73     | 0.1              |
| Health Professions    | 687       | 3.0              | 442       | 0.6              | 1,129  | 1.2              |
| Home Economics        | 90        | 0.4              | 122       | 0.2              | 212    | 0.2              |
| Language Arts         | 840       | 3.7              | 2,285     | 3.2              | 3,125  | 3.3              |
| Law                   | 228       | 1.0              | 545       | 0.8              | 773    | 0.8              |
| Library Science       | 773       | 3.4              | 1,362     | 1.9              | 2,135  | 2.3              |
| Mathematics           | 304       | 1.3              | 1,094     | 1.5              | 1,398  | 1.5              |
| Military Science      | --        |                  | --        |                  | --     |                  |
| Philosophy            | 169       | 0.7              | 160       | 0.2              | 329    | 0.4              |
| Physical Science      | 522       | 2.4              | 895       | 1.3              | 1,417  | 1.5              |
| Psychology            | 563       | 2.5              | 1,277     | 1.8              | 1,840  | 2.0              |
| Public Serv. Cur.     | 2,543     | 11.2             | 773       | 1.1              | 3,316  | 3.5              |
| Religion & Theology   | 378       | 1.7              | 334       | 0.5              | 712    | 0.8              |
| Social Sciences       | 1,844     | 8.1              | 4,235     | 6.0              | 6,079  | 6.5              |
| Other Fields          | 569       | 2.5              | 8,917     | 12.6             | 9,486  | 10.1             |
| TOTAL                 | 22,761    | 100.0            | 70,896    | 100.0            | 93,657 | 100.0            |

NOTE: 1,427 students were unable to be classified by subject field.



Table 14, Master's Degrees Awarded by Major Subject Field by Control of Institution for the Academic Year 1969-70.

| Subject Field         | Degrees<br>Conferred<br>1969-70 | Public Institutions          |        | Private Institutions        |        |
|-----------------------|---------------------------------|------------------------------|--------|-----------------------------|--------|
|                       |                                 | Percent<br>of All<br>Degrees | Number | Percent of<br>Subject Total | Number |
| (1)                   | (2)                             | (3)                          | (4)    | (5)                         | (6)    |
| Agriculture           | 42                              | 0.2                          | 42     | 100.0                       | --     |
| Architecture          | 109                             | 0.4                          | 1      | 0.9                         | 108    |
| Area Studies          | 44                              | 0.2                          | 7      | 15.9                        | 37     |
| Biological Science    | 550                             | 2.1                          | 225    | 40.9                        | 325    |
| Business and Commerce | 2,844                           | 10.8                         | 466    | 16.4                        | 2,378  |
| Communications        | 241                             | 0.9                          | 6      | 2.5                         | 235    |
| Computer Science      | 139                             | 0.5                          | 9      | --                          | 130    |
| Education             | 10,427                          | 39.1                         | 4,649  | 44.6                        | 5,778  |
| Engineering           | 2,115                           | 7.9                          | 300    | 14.2                        | 1,815  |
| Fine and Applied Arts | 720                             | 2.7                          | 131    | 18.2                        | 589    |
| Foreign Language      | 581                             | 2.2                          | 215    | 37.0                        | 366    |
| Forestry              | 21                              | 0.1                          | 21     | 100.0                       | --     |
| Geography             | 15                              | 0.1                          | 4      | 26.7                        | 11     |
| Health Professions    | 357                             | 1.3                          | 64     | 17.9                        | 293    |
| Home Economics        | 97                              | 0.4                          | 52     | 53.6                        | 45     |
| Language Arts         | 1,184                           | 4.4                          | 460    | 38.9                        | 724    |
| Law                   | 382                             | 1.4                          | --     | --                          | 382    |
| Library Science       | 1,035                           | 3.9                          | 382    | 36.9                        | 653    |
| Mathematics           | 629                             | 2.4                          | 234    | 37.2                        | 395    |
| Military Science      | --                              | --                           | --     | --                          | --     |
| Philosophy            | 122                             | 0.5                          | 15     | 12.3                        | 107    |
| Physical Science      | 606                             | 2.3                          | 171    | 28.2                        | 435    |
| Psychology            | 450                             | 1.7                          | 53     | 11.8                        | 397    |
| Public Service        | 1,280                           | 4.8                          | 386    | 30.2                        | 894    |
| Religion and Theology | 389                             | 1.5                          | --     | --                          | 389    |
| Social Science        | 1,940                           | 7.3                          | 665    | 34.3                        | 1,275  |
| Other                 | 334                             | 1.3                          | 110    | 32.9                        | 224    |
| TOTAL                 | 26,653                          | 100.0                        | 8,668  | 32.5                        | 17,985 |
|                       |                                 |                              |        |                             | 67.5   |

Table 15, Advanced Degrees Awarded by New York State Colleges and Universities by Type of Degree: Actual Data 1964-65 to 1970-71; Projected Data 1971-72 to 1979-80.

| Year             | Master's | Selected           |          |
|------------------|----------|--------------------|----------|
|                  |          | First Professional | Doctoral |
| (1)              | (2)      | (3)                | (4)      |
| <u>Actual</u>    |          |                    |          |
| 1964-65          | 17,357   | 3,185              | 1,947    |
| 1965-66          | 20,339   | 3,434              | 2,252    |
| 1966-67          | 20,422   | 3,560              | 2,489    |
| 1967-68          | 22,226   | 3,664              | 2,720    |
| 1968-69          | 24,570   | 3,586              | 3,078    |
| 1969-70          | 26,555   | 3,206              | 3,291    |
| 1970-71          | 29,730   | 3,906              | 3,357    |
| <u>Projected</u> |          |                    |          |
| 1971-72          | 30,600   | 4,000              | 3,300    |
| 1972-73          | 31,000   | 4,050              | 3,360    |
| 1973-74          | 31,600   | 4,250              | 3,440    |
| 1974-75          | 31,900   | 4,500              | 3,520    |
| 1975-76          | 32,800   | 4,750              | 3,600    |
| 1976-77          | 33,700   | 5,100              | 3,680    |
| 1977-78          | 34,300   | 5,350              | 3,760    |
| 1978-79          | 34,500   | 5,700              | 3,840    |
| 1979-80          | 34,600   | 5,950              | 3,920    |

Table 16, Full-Time Selected<sup>1</sup> First-Professional Degree-Credit Enrollment in Colleges and Universities of New York State by Control of Institution: Actual Data 1965-71; Projected Data 1972-80.

|                  | Total<br>All Institutions | Private <sup>2</sup> | State<br>University |
|------------------|---------------------------|----------------------|---------------------|
| (1)              | (2)                       | (3)                  | (4)                 |
| <u>Actual</u>    |                           |                      |                     |
| 1965             | 12,097                    | 9,877                | 2,220               |
| 1966             | 12,735                    | 10,384               | 2,351               |
| 1967             | 13,232                    | 10,706               | 2,526               |
| 1968             | 13,380                    | 10,853               | 2,527               |
| 1969             | 12,618                    | 9,991                | 2,627               |
| 1970             | 14,224                    | 11,452               | 2,772               |
| 1971             | 15,159                    | 12,189               | 2,970               |
| <u>Estimated</u> |                           |                      |                     |
| 1972             | 15,700                    | 12,400               | 3,300               |
| 1973             | 16,300                    | 12,800               | 3,500               |
| 1974             | 16,900                    | 13,200               | 3,700               |
| 1975             | 17,500                    | 13,600               | 3,900               |
| 1976             | 18,600                    | 14,300               | 4,300               |
| 1977             | 19,600                    | 15,000               | 4,600               |
| 1978             | 20,600                    | 15,500               | 5,100               |
| 1979             | 21,700                    | 16,200               | 5,500               |
| 1980             | 22,900                    | 17,000               | 5,900               |

<sup>1</sup> Selected first-professional disciplines include podiatry, dentistry, medicine, optometry, osteopathy, veterinary medicine, law, and theology.

<sup>2</sup> Includes Mount Sinai School of Medicine.

Table 17, Degree-Credit Enrollment in Selected<sup>1</sup> First-Professional Fields by Field and Type of Attendance for Fall 1970.

| Selected First Professional Fields | Full-Time |                  | Part-Time |                  | Total  |                  |
|------------------------------------|-----------|------------------|-----------|------------------|--------|------------------|
|                                    | Number    | Percent of Total | Number    | Percent of Total | Number | Percent of Total |
| (1)                                | (2)       | (3)              | (4)       | (5)              | (6)    | (7)              |
| Health Professions                 | 6,495     | 45.2             | 1         | --               | 6,496  | 40.3             |
| Podiatry                           | 190       | 1.3              | --        | --               | 190    | 1.2              |
| Dentistry                          | 1,163     | 8.1              | --        | --               | 1,163  | 7.2              |
| Medicine                           | 4,897     | 34.1             | 1         | --               | 4,898  | 30.4             |
| Veterinary Med.                    | 245       | 1.7              | --        | --               | 245    | 1.5              |
| Law                                | 6,427     | 44.7             | 1,710     | 97.9             | 8,137  | 50.4             |
| Theology                           | 1,355     | 9.4              | 36        | 2.1              | 1,391  | 8.6              |
| Other                              | 106       | 0.7              | --        | --               | 106    | 0.7              |
| TOTAL ALL FIELDS                   | 14,383    | 100.0            | 1,747     | 100.0            | 16,130 | 100.0            |

<sup>1</sup> Selected first-professional disciplines include podiatry, dentistry, medicine, optometry, osteopathy, veterinary medicine, law, and theology.

Table 18, Selected First-Professional Degrees Awarded by Major Subject Field by Control of Institution for the Academic Year 1969-70.

| Subject Field       | Public Institutions       |                        |        | Private Institutions |                          |        |
|---------------------|---------------------------|------------------------|--------|----------------------|--------------------------|--------|
|                     | (1)                       | (2)                    | (3)    | (4)                  | (5)                      | (6)    |
|                     | Degrees Conferred 1969-70 | Percent of All Degrees | Number | Subject Total        | Percent of Subject Total | Number |
| Health Professions  | 1,457                     | 45.5                   | 493    | 33.8                 | 66.2                     | 964    |
| Podiatry            | 44                        | 1.4                    | --     | --                   | 100.0                    | 44     |
| Dentistry           | 260                       | 8.1                    | 61     | 23.5                 | 76.5                     | 199    |
| Medicine            | 1,101                     | 34.4                   | 380    | 34.5                 | 65.5                     | 721    |
| Optometry           | --                        | --                     | --     | --                   | --                       | --     |
| Osteopathy          | --                        | --                     | --     | --                   | --                       | --     |
| Veterinary Medicine | 52                        | 1.6                    | 52     | 100.0                | --                       | --     |
| Law                 | 1,374                     | 42.9                   | 109    | 7.9                  | 92.1                     | 1,265  |
| Theology            | 372                       | 11.6                   | --     | --                   | 100.0                    | 372    |
| TOTAL               | 3,203                     | 100.0                  | 602    | 18.8                 | 81.2                     | 2,601  |

Table 19, Summary of Public and Private Student-Faculty Ratios  
by Type of Institution<sup>1</sup> and Level of Study  
New York State  
1970-71

|                                   | Total<br>Number of<br>Full-Time<br>Students | Total<br>Number of<br>Full-Time<br>Faculty | Student<br>Faculty<br>Ratio |
|-----------------------------------|---------------------------------------------|--------------------------------------------|-----------------------------|
| (1)                               | (2)                                         | (3)                                        | (4)                         |
| Total State                       | 494,915                                     | 37,720                                     | 13.12                       |
| Total Public                      | 277,546                                     | 19,562                                     | 14.19                       |
| Total State University            | 206,923                                     | 14,523                                     | 14.25                       |
| University Centers                | 39,032                                      | 2,700                                      | 14.46                       |
| University Colleges               | 49,625                                      | 3,688                                      | 13.46                       |
| Health Sciences Centers           | 3,682                                       | 1,237                                      | 2.98                        |
| Specialized Colleges              | 2,294                                       | 162                                        | 14.16                       |
| Statutory Colleges                | 6,026                                       | 379                                        | 15.90                       |
| 2-Year Colleges                   | 106,264                                     | 6,357                                      | 16.77                       |
| Ag. and Tech. Colleges            | 16,621                                      | 1,050                                      | 15.83                       |
| Community Colleges                | 89,643                                      | 5,307                                      | 16.89                       |
| Outside New York City             | 60,235                                      | 3,401                                      | 17.71                       |
| New York City                     | 29,408                                      | 1,906                                      | 15.43                       |
| Total City University             | 70,623                                      | 5,039                                      | 14.02                       |
| Graduate Centers                  | 1,493                                       | 303                                        | 4.93                        |
| University Colleges               | 69,130                                      | 4,736                                      | 14.60                       |
| Total Nonpublic                   | 217,369                                     | 18,158                                     | 11.97                       |
| Multiversities                    | 56,868                                      | 6,224                                      | 9.14                        |
| Universities                      | 42,646                                      | 3,221                                      | 13.24                       |
| College Complexes                 | 50,843                                      | 3,218                                      | 15.80                       |
| Colleges                          | 26,680                                      | 2,107                                      | 12.66                       |
| Engineering and Technical         | 21,599                                      | 1,266                                      | 17.06                       |
| Specialized Colleges              | 6,805                                       | 429                                        | 15.86                       |
| Health Sciences Centers           | 2,186                                       | 958                                        | 2.28                        |
| Seminaries and Religious Training | 3,151                                       | 357                                        | 8.83                        |
| 2-Year colleges                   | 6,591                                       | 378                                        | 17.44                       |
| Total 4-Year                      | 382,060                                     | 30,985                                     | 12.33                       |
| Total 2-Year                      | 112,855                                     | 6,735                                      | 16.76                       |

<sup>1</sup> See appendix H, p. 378 and appendix I, p. 381 for institutional category listings.



Table 20, Additional Full-Time Enrollments That Can Be Accommodated at Private Institutions of Higher Education in New York State in Fall 1972.\*

| Institution   | Freshman | Sophomore | Upper Division | Total Undergraduate | Master's | Other Graduate | Total Graduate | College Residences Available |
|---------------|----------|-----------|----------------|---------------------|----------|----------------|----------------|------------------------------|
| (1)           | (2)      | (3)       | (4)            | (5)                 | (6)      | (7)            | (8)            | (9)                          |
| Total Private | 13,749   | 10,029    | 18,072         | 41,850              | 11,573   | 2,385          | 13,958         | 11,838                       |
| 2-Year        | 12,617   | 9,402     | 18,072         | 40,091              | 11,573   | 2,385          | 13,958         | 11,394                       |
| 4-Year        | 1,132    | 627       | --             | 1,759               | --       | --             | --             | 444                          |

\*Source: Survey by the Commission on Independent Colleges and Universities, December 1971.

Table 21, New York State Current Revenues - All Higher Education Institutions - 1969 and 1970, in Thousands of Dollars

| (1)                                        | State University |          |     | City University |         |     | Community Coll. |         |     | Private   |           |     | Totals    |           |
|--------------------------------------------|------------------|----------|-----|-----------------|---------|-----|-----------------|---------|-----|-----------|-----------|-----|-----------|-----------|
|                                            | 1969             | 1970     | (2) | 1969            | 1970    | (4) | 1969            | 1970    | (6) | 1969      | 1970      | (8) | 1969      | 1970      |
| Current Revenues                           |                  |          |     |                 |         |     |                 |         |     |           |           |     |           |           |
| Education and General:                     |                  |          |     |                 |         |     |                 |         |     |           |           |     |           |           |
| Tuition and Fees                           | 43,153           | 47,913   |     | 18,136          | 23,187  |     | 30,634          | 36,830  |     | 446,204   | 498,227   |     | 538,127   | 606,157   |
| Federal Appropriations                     | 41,494           | 43,563   |     | --              | --      |     | 2,700           | 1,179   |     | 7,830     | 9,303     |     | 52,024    | 54,045    |
| State Appropriations                       | 288,798          | 372,427  |     | 66,102          | 82,925  |     | 40,763          | 49,332  |     | 6,989     | 56,350    |     | 402,652   | 561,034   |
| Local Appropriations                       | 3,135            | 3,996    |     | 66,102          | 76,202  |     | 46,162          | 61,597  |     | 12,869    | --        |     | 128,268   | 141,795   |
| Endowment Income                           | --               | --       |     | 560             | --      |     | --              | --      |     | 77,266    | 73,054    |     | 77,826    | 73,054    |
| Gifts                                      | 7,545            | 7,563    |     | 9,865           | 877     |     | 104             | 1,325   |     | 115,533   | 89,517    |     | 133,047   | 99,282    |
| Contributed Services                       | --               | --       |     | --              | --      |     | --              | --      |     | 2,398     | --        |     | 2,398     | --        |
| Sponsored Research                         | --               | --       |     | --              | 5,631   |     | --              | 57      |     | 193,965   | 187,396   |     | 193,965   | 193,084   |
| Other Separately Budgeted Research         | --               | --       |     | --              | --      |     | --              | 28      |     | 8,871     | 259       |     | 8,871     | 287       |
| Other Sponsored Programs                   | --               | --       |     | --              | 13,651  |     | 3,259           | 2,687   |     | 18,475    | 93,852    |     | 21,734    | 110,190   |
| Recovery of Indirect Costs-Sponsored Prog. | --               | --       |     | --              | 584     |     | --              | 11      |     | 23,615    | 40,875    |     | 23,615    | 41,470    |
| Sales and Services of Educational Depts.   | 3,073            | 3,016    |     | --              | --      |     | --              | 29      |     | 80,712    | 82,149    |     | 83,785    | 85,194    |
| Organ. Activities Related to Educ. Depts.  | 20,375           | 22,869   |     | 3,798           | 2,608   |     | --              | 23      |     | 30,544    | 83,994    |     | 54,717    | 109,494   |
| Total Education and General                | 407,574          | 501,347  |     | 164,563         | 205,664 |     | 123,622         | 153,098 |     | 1,025,272 | 1,214,976 |     | 1,721,029 | 2,075,086 |
| Student Aid:                               |                  |          |     |                 |         |     |                 |         |     |           |           |     |           |           |
| Gifts                                      | --               | --       |     | --              | --      |     | --              | --      |     | 8,631     | 7,008     |     | 8,631     | 7,008     |
| Endowment Income                           | --               | --       |     | --              | --      |     | --              | --      |     | 2,934     | 6,558     |     | 2,934     | 6,558     |
| Federal Appropriations                     | --               | --       |     | --              | --      |     | --              | --      |     | 4,753     | 21,836    |     | 4,753     | 21,836    |
| State Appropriations                       | --               | --       |     | --              | --      |     | --              | --      |     | 418       | 1,166     |     | 418       | 1,166     |
| Local Appropriations                       | --               | --       |     | --              | --      |     | --              | --      |     | --        | 67        |     | --        | 67        |
| Other                                      | 27,128           | 29,055   |     | 2,942           | 4,395   |     | 1,867           | 3,345   |     | 9,422     | 1,113     |     | 41,359    | 37,908    |
| Total Student Aid                          | 27,128           | 29,055   |     | 2,942           | 4,395   |     | 1,867           | 3,345   |     | 26,157    | 37,748    |     | 58,094    | 74,543    |
| Auxiliary Enterprises:                     |                  |          |     |                 |         |     |                 |         |     |           |           |     |           |           |
| Housing and Food Service                   | 42,066           | 50,329   |     | --              | --      |     | 3,441           | 1,720   |     | 35,232    | 99,368    |     | 80,739    | 151,417   |
| Other                                      | --               | --       |     | 4,662           | 4,505   |     | 338             | 2,094   |     | 106,856   | 58,315    |     | 111,856   | 64,914    |
| Total Auxiliary Enterprises                | 42,066           | 50,329   |     | 4,662           | 4,505   |     | 3,779           | 3,814   |     | 142,088   | 157,683   |     | 192,595   | 216,331   |
| Transfers to Debt Service                  | (49,479)         | (69,363) |     | --              | --      |     | --              | --      |     | --        | --        |     | (49,479)  | (69,363)  |
| Total Current Revenues                     | 427,289          | 511,368  |     | 172,167         | 214,564 |     | 129,268         | 160,257 |     | 1,193,517 | 1,410,407 |     | 1,922,239 | 2,296,596 |

Note: Detail does not necessarily add to total because of rounding.

Table 22, New York State Current Expenditures - All Higher Education Institutions - 1969 and 1970, in Thousands of Dollars

| (1)                                       | State University |         |         |         | City University |         |           |           | Community Coll. |           |      |      | Private |      | Totals |      |
|-------------------------------------------|------------------|---------|---------|---------|-----------------|---------|-----------|-----------|-----------------|-----------|------|------|---------|------|--------|------|
|                                           | 1969             |         | 1970    |         | 1969            |         | 1970      |           | 1969            |           | 1970 |      | 1969    |      | 1969   |      |
|                                           | (2)              | (3)     | (4)     | (5)     | (6)             | (7)     | (8)       | (9)       | (10)            | (11)      | (12) | (13) | (14)    | (15) | (16)   | (17) |
| Current Expenditures                      |                  |         |         |         |                 |         |           |           |                 |           |      |      |         |      |        |      |
| Education and General:                    |                  |         |         |         |                 |         |           |           |                 |           |      |      |         |      |        |      |
| Instruction and Department Research       | 143,236          | 156,246 | 98,122  | 101,972 | 62,910          | 81,266  | 382,939   | 395,808   | 687,207         | 735,292   |      |      |         |      |        |      |
| Organ. Activities Related to Educ. Depts. | 37,138           | 40,975  | 4,881   | 2,138   | 2,256           | 344     | 67,720    | 84,308    | 111,995         | 127,765   |      |      |         |      |        |      |
| Sponsored Research                        | 52,360           | 56,099  | --      | 5,401   | 1,743           | --      | 204,048   | 186,755   | 258,151         | 248,255   |      |      |         |      |        |      |
| Other Separately Budgeted Research        | --               | --      | --      | --      | --              | --      | 17,204    | 16,246    | 17,204          | 16,246    |      |      |         |      |        |      |
| Other Sponsored Programs                  | 6,639            | 18,390  | --      | 12,478  | 1,257           | 2,507   | 16,881    | 84,247    | 24,777          | 117,622   |      |      |         |      |        |      |
| Extension and Public Service              | 13,717           | 16,224  | --      | 551     | 822             | 676     | 7,021     | 17,530    | 21,560          | 35,381    |      |      |         |      |        |      |
| Libraries                                 | 17,309           | 18,101  | 6,669   | 7,023   | 4,378           | 5,804   | 33,353    | 40,952    | 61,709          | 71,880    |      |      |         |      |        |      |
| Student Services                          | 13,841           | 16,502  | --      | --      | --              | --      | 21,051    | --        | 34,892          | 16,502    |      |      |         |      |        |      |
| Oper. and Maint. of Physical Plant        | 35,700           | 38,826  | 11,724  | 12,204  | 14,407          | 17,370  | 88,973    | 99,441    | 150,854         | 167,841   |      |      |         |      |        |      |
| General Administration                    | 19,351           | 22,503  | 38,215  | 44,781  | 34,588          | 45,166  | 83,158    | 193,491   | 175,312         | 305,941   |      |      |         |      |        |      |
| Staff Benefits                            | 15,498           | 23,695  | --      | --      | --              | --      | 13,081    | --        | 28,579          | 23,695    |      |      |         |      |        |      |
| General Institutional Expense             | 10,306           | 11,208  | --      | --      | --              | --      | 48,694    | 51,187    | 59,000          | 62,395    |      |      |         |      |        |      |
| Total Education and General               | 365,146          | 418,770 | 159,611 | 186,548 | 122,361         | 153,133 | 984,123   | 1,170,365 | 1,631,241       | 1,928,815 |      |      |         |      |        |      |
| Student Aid                               | 26,653           | 28,311  | 5,917   | 5,037   | 1,663           | 3,062   | 64,058    | 87,511    | 98,291          | 123,921   |      |      |         |      |        |      |
| Auxiliary Enterprises:                    |                  |         |         |         |                 |         |           |           |                 |           |      |      |         |      |        |      |
| Housing and Food Service                  | 38,759           | 41,780  | --      | 2,066   | --              | --      | 102,193   | 102,744   | 140,952         | 146,590   |      |      |         |      |        |      |
| Other                                     | 370              | 84      | 6,974   | 2,072   | 3,395           | 3,486   | 34,308    | 63,889    | 45,047          | 69,531    |      |      |         |      |        |      |
| Total Auxiliary Enterprises               | 39,129           | 41,864  | 6,974   | 4,138   | 3,395           | 3,486   | 136,501   | 166,633   | 185,999         | 216,121   |      |      |         |      |        |      |
| Total Current Expenditures                | 430,928          | 408,945 | 172,502 | 195,723 | 127,419         | 160,131 | 1,184,679 | 1,424,509 | 1,915,528       | 2,268,858 |      |      |         |      |        |      |
| Excess (Deficit)                          | (3,639)          | 22,423  | (335)   | 18,841  | 1,849           | 576     | 8,838     | (14,102)  | 6,711           | 27,738    |      |      |         |      |        |      |

<sup>1</sup>Includes major service programs

Note: Detail does not necessarily add to total because of rounding.

Appendix B, Developmental Plans for Preparing Professionals for Elementary and Secondary Education

| PROPOSED<br>TIME<br>LINE | 1972                                                                                                                      | 1973                                                                                                                                                                           | 1975                                                                          | 1976                                                                                                                               |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| ACCREDITA-<br>TION       |                                                                                                                           | All <u>new</u> programs to be<br>competency-based including<br>involvement<br><br>Reregistration of existing<br>programs to be competency-<br>based including involve-<br>ment |                                                                               |                                                                                                                                    |
| CERTIFI-<br>CATION       | Begin review of state-<br>wide examination<br>potential<br><br>Establishment of<br>potential alternatives<br>to permanent |                                                                                                                                                                                | Certification by assess-<br>ment available (limited)<br>for nonprogram people | Assess potential of state-<br>wide examination<br><br>Major assessment of trial<br>project potential                               |
| CONTINUED<br>EDUCATION   | Establishment of oppor-<br>tunities for continued<br>education                                                            |                                                                                                                                                                                |                                                                               | Assess potential of con-<br>tinued education oppor-<br>tunities<br><br>Assess capability of<br>C. D. C. to provide pre-<br>service |

CHAPTER 341 amends the Penal Law<sup>1</sup> to make the possession of firearms in a college, school, or university building or on the grounds of such institution without the written authorization by the institution, a misdemeanor or a class D felony if previously convicted of any crime, and makes certain revisions of the law with respect to the crime of criminal trespass in the case of persons knowingly entering and unlawfully remaining in a building when in possession of a firearm or knowingly in the company of other persons possessing firearms. This crime is defined as a class D felony.

Firearms on  
Campus

CHAPTER 434, amending section 653b<sup>2</sup>, changes the program of the New York Higher Education Assistance Corporation by permitting the deferment of repayments by student borrowers for a maximum period of 3 years while the student is a member of the Armed Forces, the Peace Corps, or VISTA.

Higher Education  
Assistance Cor-  
poration

CHAPTERS 467 and 469 amend sections 652 and 653a<sup>3</sup> in relation to the New York Higher Education Assistance Corporation in order to comply with changes made in federal programs providing assistance to students in higher education institutions.

Higher  
Education  
Assistance  
Corporation

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<sup>1</sup> Subdivision 10 of section 265.05 of the Penal Law was further amended in 1971.

<sup>2</sup> Section 653b was further amended in 1972.

<sup>3</sup> Section 653a was further amended in 1970 and 1972.

CHAPTER 771 adds a new Article 10-D (sections 475-479) entitled Regional College Cooperative Services Board. The Commissioner of Education is authorized upon application of two or more nonpublic institutions of higher education and upon his determination that such action will strengthen the educational resources within the area to be served to initiate proceedings for the establishment of such a board. If a majority of the institutions of higher education in the area, by majority vote at a meeting at which the governing board of each institution has one vote, shall so determine, such voting bodies shall elect trustees who shall apply to the Regents for a charter as a Regional College Cooperative Services Board. The function of the board is to formulate a plan to provide for joint or cooperative programs, services, and arrangements including but not limited to faculty or administrative staff, use of library, television research and laboratory facilities, and the granting of credit for courses of study leading to a degree. The Commissioner is directed by regulation to provide standards for Regional Boards and the Commissioner is likewise required to review the plans of such boards at least every 3 years.

Regional  
College  
Cooperative  
Services  
Board

CHAPTER 875 authorizes the town of Lake George, Warren County to lease certain town lands to the Atmospheric Science Research Center of the State University of Albany.

Lake George



CHAPTER 1077, effective April 1, 1969 for programs beginning after June 1, 1969, adds a new Article 130<sup>1</sup> to the education law entitled Opportunity for Higher Education. The Commissioner of Education is authorized to contract with public and nonpublic institutions of higher education for the support of special programs for screening, testing, counseling, and tutoring of graduates of approved high schools, or individuals who have attained high school equivalency diplomas, who have potential for the successful completion of post-secondary programs, and who are economically and educationally disadvantaged.

HEOP

CHAPTER 1117 creates a temporary state commission<sup>2</sup> to study and investigate the causes of unrest and violence on college campuses.

Campus Unrest

CHAPTER 1154 recodifies and simplifies the provisions of the education law in relation to scholar incentives, scholarships, and fellowships. A new Article 13<sup>3</sup> (sections 601-639) is enacted. The substantive changes in addition to simplification include provision for:

Student Aid

- a. The use of Regents College Scholarships for 5 years.
- b. The use of basic nursing scholarships for 5 years.

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<sup>1</sup> Article 130 (section 6451) was amended in 1970 and 1972 and section 6452 was added in 1970.

<sup>2</sup> Continued in 1970, 1971, and 1972

<sup>3</sup> Sections 613 and 614 were amended in 1970, 1971, and 1972; sections 622, 630, 631, 635, 636, and 639 were repealed in 1971; section 620 was amended and 627-a added in 1971.

- c. Scholar Incentive Assistance to students in hospital nursing schools.
- d. Scholar Incentive Assistance to students in 2-year registered private business schools.
- e. Concurrent use of U.S. war orphan benefits and scholar incentive assistance.
- f. Three hundred additional war service scholarships raising the total to 600.
- g. The promulgation by the Regents of academic eligibility standards for scholar incentive assistance.
- h. The requirement of United States citizenship for scholar incentive assistance, conforming to state scholarship provisions.
- i. The elimination of Regents college scholarship examinations abroad.
- j. The use of basic nursing scholarships in either collegiate or hospital nursing programs.
- k. Allocation of basic nursing scholarships and war service scholarships on the basis of population rather than assembly districts provided, however, that each assembly district is guaranteed the same number of basic nursing and war service scholarships that it has at present.

The major change contained in this proposal affects the formula by which college students receive scholar incentive assistance.

At present all students are eligible for scholar incentive assistance, regardless of income level. This chapter will gradually phase in a new formula which would eliminate the minimum award for higher income undergraduate students. Undergraduates who are now receiving the minimum award will continue to do so until they receive their bachelor's degrees.

In the 1969-70 school year and in subsequent school years, beginning freshmen in those cases where the net taxable balance of family income is in excess of \$20,000 will not receive scholar incentive assistance. In the 1970-71 school year those new students with family incomes under \$8,000 will receive \$100 more than similar students now receive. Students with parental incomes between \$8,000 and \$20,000 will continue to receive \$100.

Beginning with the 1970-71 school year and for the following 3 school years, the new scholar incentive formula will be applied to an additional group of incoming freshmen students. Thus, by 1974-75 all students will be on the new formula.

Beginning with the 1969-70 school year, graduate students will be eligible to receive scholar incentive assistance on the new formula. Graduate students with incomes over \$20,000 will not receive assistance and all other graduate students will receive less money than they now receive.

2. 1970 New York State Legislation Relating to Higher Education

CHAPTER 16 amends subdivision 1 of section 807-b<sup>1</sup> of the Education Law to include fraternity and sorority buildings under the jurisdiction of the college in the list of buildings which the college must cause to be inspected.

Fire Inspection  
of Fraternity and  
Sorority Buildings

CHAPTER 163 amends subparagraph (1) of paragraph C of subdivision 1 of section 6215 of the Education Law relating to the City University of New York, to provide for State aid on the amount of city capital authorizations for the purchase of library books, educational equipment, office equipment, and other minor capital expenditures.

Aid to New York  
City Board of  
Higher Education

CHAPTER 313 amends subdivision 2 of section 378 of the Education Law to remove the requirement that construction, acquisition, reconstruction, rehabilitation, or improvement be completed before the leasing of property by the Dormitory Authority to the State University may commence.

Dormitory Leasing

CHAPTER 387 adds a new section 666-a to the Banking Law prohibiting banks and bankers from requiring persons making application for loans guaranteed by the New York State Higher Education Assistance Corporation to be depositors.

H.E.A.C. Loans

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<sup>1</sup>  
Section 807-b was further amended in 1971.

CHAPTER 451 amends subdivision 1 of section 613<sup>1</sup> and subdivisions 1 and 3 of section 614<sup>1</sup> of the Education Law to extend eligibility for children of veterans scholarships to children of persons serving in the armed forces of the United States through July 1, 1971 and to add 600 veterans scholarships to be awarded for the school year 1970-71.

Children of  
Veterans and  
Veterans  
Scholarships

CHAPTER 659 amends section 228 of the Education Law to increase the maximum remuneration to be paid to Hamilton College Sewer Districts Commissioners to \$15.00 a day.

Hamilton College  
Sewer District  
Commissioners

CHAPTER 811 amends section 6304 to increase from 1/3 to 40% the State's share of the operating costs of those community colleges implementing programs of full opportunity for high school graduates and returning veterans. The sponsor's share of capital costs is also reduced from 1/3 to 4/15.

Community College  
Programs of Full  
Opportunity

CHAPTER 874 amends paragraph a of subdivision 3 of section 1680<sup>2</sup> of the Public Authorities Law to permit the Dormitory Authority to make loans for reconstruction, rehabilitation, and improvement, or otherwise providing, furnishing, and equipping of dormitories and existing attendant facilities with provision for computation of payment of any expenses of the authority in addition to other items.

Dormitories

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<sup>1</sup> Sections 613 and 614 were further amended in 1971 and 1972.

<sup>2</sup> Section 1680 was further amended in 1972.

CHAPTER 898 amends the section heading of section 653-a<sup>1</sup> of the Education Law to include "special allowances" and adds a new subdivision 4 to such section to require a premium to be paid to lending institutions making guaranteed loans to persons attending schools not recognized by national accrediting agencies but approved by the Board of Regents. Most of these schools are trade schools or nursing schools.

Special Allowances  
of H.E.A.C. Loans

CHAPTER 917 amends section 6451<sup>2</sup> of the Education Law and adds a new section 6452 to such law. After July 1, 1970, section 6451 will relate to opportunity for higher education in private colleges and section 6452 will relate to such programs in the State University of New York and the City University of New York. The sum of \$6,902,000 is appropriated for the State University, \$9,000,000 for the City University and \$4,000,000 for private colleges. Of the funds appropriated to the City University \$7,000,000 requires matching by real estate taxes and general fund revenues of the City of New York. Developmental and compensatory courses are added purposes. Supplemental financial assistance under section 6451 is to be furnished pursuant to criteria promulgated by the Commissioner of Education with the approval of the Budget Director and under section 6452 pursuant to criteria promulgated by the Universities and approved by the Regents and the Budget Director.

Higher Education  
Opportunity  
Programs

<sup>1</sup> Section 653-a was amended in 1972.

<sup>2</sup> Section 6451 was amended in 1972.



CHAPTER 19 amends chapter 1117 of the Laws of 1969 to  
continue the Temporary State Commission to Study and  
Investigate the Causes of Unrest and Violence on College  
Campuses until March 31, 1971<sup>1</sup> and to extend its scope to  
secondary schools.

Temporary State  
Commission on  
State Campus  
Unrest

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<sup>1</sup>  
The Commission was continued in 1971 and 1972.

3. 1971 New York State Legislation Relating to Higher Education

CHAPTER 118 repeals section 12 of chapter 782 of the Laws of 1966 (an unconsolidated law), which created the Chancellor's Fund for City University Projects and transfers any assets to the State Purposes Fund of the General Fund of the State Treasury.

Chancellor's  
Fund Repealed

CHAPTER 121 repeals sections 622, 630, 631, 635, 636 and 639 of the Education Law which provided certain fellowships. Fellowships awarded prior to the 1971 series are not affected.

Fellowships  
Repealed

CHAPTER 127 amends section 613 and 614<sup>1</sup> of the Education Law to create 600 scholarships for veterans to be awarded in 1971-72 and to make veterans eligible who have served between October 1, 1961 to July 1, 1971 and to provide for eligibility for children of veterans scholarships where parents served through July 1, 1972.

Scholarships for  
Veterans and  
Children of  
Veterans

CHAPTER 135 repeals article 116 of the Education Law and amends subdivision 3 of section 352 to add a State College of Optometry in the State University of New York.

State College of  
Optometry

CHAPTER 264 amends section 807-b of the Education Law to exempt from the requirements of dates for fire inspections buildings under the jurisdiction of a public college and regularly inspected by the State Division of Fire Safety and to change references to certain corporations and to exempt specifically from the provisions of such section colleges in the cities of New York, Buffalo, Rochester, Syracuse, Yonkers, and Albany.

College Fire  
Inspections

<sup>1</sup>

Sections 613 and 614 were amended in 1972.

CHAPTER 964 amends section 620 of the Education Law to add a new Regents scholarship for professional education in medicine, and adds a new section 627-a to require that 30% of the professional scholarships in medicine provided by section 625 shall be awarded to students agreeing to practice in areas designated by the Regents, after consultation with the Commissioner of Health, as having shortages of physicians.

Regents Scholarships for Professional Education in Medicine

CHAPTER 975 amends section 6206 of the Education Law to substitute the term "college laboratory technicians" for certain other titles appearing in such sections as positions under the Board of Higher Education.

College Laboratory Technicians

CHAPTER 1160 amends section 218 of the Education Law to except institutions seeking authority to confer associate degrees from the requirements of resources of at least \$500,000 and requiring such institutions to possess financial resources deemed adequate by the Regents.

Associate Degree Granting Institutions

CHAPTER 1167 amends subdivisions (g) and (1) of section 35 of the Civil Service Law to require the Commissioner of Education and boards of trustees of community colleges to certify qualifications for appointment of teachers to the Civil Service Commission.

Certification to Civil Service Commission

CHAPTER 610 amends chapter 1117 of the Laws of 1969,<sup>1</sup> re-entitled by chapter 19 of the Laws of 1970, to permit findings by March 1, 1972 and a report by March 31, 1972 and to continue the Temporary State Commission on Campus Unrest until May 1, 1972, and appropriate \$75,000 for the purposes of the commission.

Temporary State Commission on Campus Unrest Extended

<sup>1</sup>

The commission was continued in 1972.

CHAPTER 359 amends subdivision 10 of section 265.05 of the Penal Law to except from the provisions making it illegal to possess firearms on lands of schools, colleges, and universities, the lands owned by the State University College of Forestry at Syracuse.

Firearms on Lands  
of State College  
of Forestry

CHAPTER 370 amends, inter alia, section 387 of the Education Law to permit the Governor to authorize the Director of the Budget to approve the terms of rentals by the State University Construction Fund.

SUCF Rentals;  
Approval by  
Director of  
Budget

CHAPTER 567 amends sections 237, 354, and 6202 of the Education Law relating to the preparation and scheduling of the Master Plan for Higher Education in this State.

Master Plan for  
Higher Education

CHAPTER 611 amends sections 392 and 6252 of the Education Law to require employers to make retirement contributions for employees of community colleges in the City of New York and for employees who are members of the Board of Higher Education Optional Retirement Program from July 1, 1971 through June 30, 1972.

Retirement Con-  
tributions for  
Some Employees  
in New York City

CHAPTER 681 amends sections 6216 and 6305 of the Education Law to provide for payment by the counties of the county share for students attending community colleges in another county and increasing from \$100 to \$300 the amount that may be charged per student for capital costs. Section 3 of this chapter is an unconsolidated law providing for repayment of State advances to county sponsors billed in 1971 and 1972.

Community College  
Costs

CHAPTER 746 amends section 5703<sup>1</sup> of the Education Law to add the Temporary President of the Senate as an ex officio trustee of Cornell University and to delete as an ex officio trustee the librarian of the Cornell Library of the City of Ithaca, to provide for election of 21 trustees at large, to alter the time schedule for nomination of alumni trustees, to limit the right to serve as an alumni trustee, to provide for 6 faculty trustees and 5 student trustees, to change the minimum age of trustees to 18, and to set the quorum at 20.

Cornell  
University  
Trustee

CHAPTER 747 adds a declaration of legislative intent to chapter 746 which requires participation by 40% of the constituencies (faculty or student) in order to constitute a valid election.

Chapter Amend-  
ment to Chapter 746

CHAPTER 833 amends sections 5712 and 5713 of the Education Law to change the name of the New York State College of Agriculture to the New York State College of Agriculture and Life Sciences.

New York State  
College of Agri-  
culture and Life  
Sciences

CHAPTER 843 enacts an unconsolidated law authorizing the Commissioner of General Services to sell certain land in the Village of Canton to St. Lawrence University upon such terms and conditions as he may fix and determine with the approval of the Director of the Budget. Application must be made within 1 year.

Land Transfer  
Authorized

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<sup>1</sup>  
Section 5703 was amended in 1972.

4. 1972 New York State Legislation Relating to Higher Education

CHAPTER 129 amends subdivision 1 of section 613 of the Education Law to extend eligibility to otherwise eligible children of veterans who served from July 1, 1972, through July 1, 1973, in the armed services. Subdivisions 1 and 3 of section 614 of the Education Law are also amended to create 600 new veterans' scholarships to start in the 1972-73 college year and to extend eligibility to not other than honorably discharged veterans who served in the armed forces between October 1, 1961, and July 1, 1972.

Children of  
Veteran  
Awards and  
Veterans'  
Scholarships

CHAPTER 139 amends subdivisions (1) and (2) of section 6279 of the Education Law to change both State and city payments to the City University Construction Fund so that 50 percent of each such payment is to be made on or before July 15 and the other 50 percent on or before May 15. If the city fails to make such payment, the State Comptroller is to deduct the required amount from the next succeeding payment of per capita aid under the provisions of section 54 of the State Finance Law.

Schedule of  
State and  
City Payments  
to City Univer-  
sity Construc-  
tion Fund

CHAPTER 148 adds a new section 362 to the Education Law empowering the Board of Trustees of the State University of New York to adopt rules for the control and regulation of pedestrian and vehicular traffic and parking. Notice of such rules is to be filed in the office of the Secretary of State and in

Regulation of  
Traffic and  
Parking by  
State Univer-  
sity Board  
of Trustees



the office of the clerk of the city, town, or village where they may be enforced and in the office of the campus security director or such other locations as may be designated by the campus chief administrative officer. Uniform traffic summons and complaints may be issued.

CHAPTER 149 amends subdivision 3 of section 6451 of the Education Law to permit payment of partial reimbursement for tuition for regular academic courses pursuant to criteria promulgated by the Commissioner of Education for students attending nonpublic institutions.

Partial Tuition  
Reimbursement  
for HEOP  
Students

CHAPTER 234 amends sections 2401, 2402, 2404, and 2405 of the Public Authorities Law and adds a new section 2405-a to such law and amends sections 651-a, 653, 653-a, and 653-b of the Education Law with respect to loans to students attending post-secondary institutions. The chapter authorizes the State Mortgage Agency to make loans to students and to purchase loans made to such students for the purpose of paying tuition, educational fees, and room and board. The amount of eligibility for loans is reduced by payments under Article 13 of the Education Law and any other direct financial aid the borrower is not required to repay. Also, the amount of family income shall no longer be a reason for the NYHEAC to refuse to guarantee a loan.

New York State  
Mortgage Agency;  
Student Loans

CHAPTER 261 amends section 1677 of the Public Authorities Law to provide that the four members of the Dormitory Authority presently appointed by the Board of Regents shall instead be appointed by the Governor and that the Director of the Budget shall take the place of the Chancellor of the State University on such board. Board members now serving are continued until expiration of their terms.

Reorganization  
of Dormitory  
Authority Board

CHAPTER 280, section 5 adds a new section 616 to the Education Law to provide Regents college awards for children of deceased State correction officers and civilian employees who died as a result of the Attica prison riot in September 1971. The award is to be for 4 years (or 5 for 5-year programs) and is not to exceed the sum of tuition, educational fees, room, and board charged by the State University as established by the Commissioner of Education. The award may not be used concurrently with other benefits.

Awards for  
Children of  
State Correction  
Officers and Other  
Correction Employees  
Killed in Attica  
Prison Riot

CHAPTER 383 amends paragraph m of subdivision 2 of section 355 of the Education Law to authorize the Board of Trustees of State University of New York to appoint security officers and peace officers for SUNY. Such amendment empowers persons so appointed to have the powers of police officers and the right to issue simplified traffic information. Conforming amendments are made to subdivision 5 of section 1.20 and subdivision 2 of section 100.10 of the Criminal Procedure Law.

Appointment of  
Peace Officers  
for SUNY

CHAPTER 387 amends the Education Law and several other laws to change the name of the New York State College of Forestry at Syracuse University to the State University of New York College of Environmental Science and Forestry and updates the provisions relating to operation of such institution. Sections 6001, 6002, 6003, 6004, and 6005 of the Education Law are repealed and replaced with sections with the same numbers.

State University of New York  
College of Environmental  
Science and  
Forestry

CHAPTER 463 enacts an unconsolidated law authorizing The City University Construction Fund to acquire the University Heights Campus of New York University for the use of the Bronx Community College, and requiring the merger of the New York University School of Engineering and Science with Polytechnic Institute of Brooklyn.

University Heights  
Campus; Polytechnic  
Institute of  
Brooklyn

CHAPTER 464 amends portions of the Public Authorities Law, the State Finance Law, and the Education Law to provide for the Dormitory Authority to build community college facilities and to provide for financing such construction.

Dormitory Authority  
Authorized To  
Build for Community  
Colleges

CHAPTER 465 amends subdivision 1 of section 1680 and paragraph (d) of subdivision 9 of section 1680 of the Public Authorities Law to permit the Dormitory Authority to construct facilities for community colleges sponsored by the Board of Higher Education of the City of New York or the Board of Education of the City of New York.

Dormitory Authority  
Authorized To  
Build for Community  
Colleges of Board of  
Higher Education  
and Board of Education  
of New York  
City

CHAPTER 584 amends subdivision 2 of section 5703 of the Education Law to remove the provision that trustees of Cornell University shall hold over until their successors are elected or appointed.

Trustees of  
Cornell  
University

CHAPTER 698 adds a new category of college awards to those provided by Education Law section 613. The section now provides for awards to children of certain deceased and disabled veterans. The new category consists of children of prisoners of war and of persons missing in action. This bill further extends the period of the Southeast Asian hostilities for the purposes of section 613 to July 1, 1973. (Such extension was already effected by L. 1972, ch. 129.)

College Awards  
for Children  
of Prisoners of  
War and of  
Persons Missing  
in Action

CHAPTER 860 adds a new subdivision 8 to section 6306 of the Education Law to authorize boards of trustees of community colleges to participate in cooperative educational programs, services, and arrangements with the approval of the local sponsor and pursuant to regulations of the State University trustees with the approval of the Director of the Budget.

Participation  
in Cooperative  
Educational  
Programs,  
Services, and  
Arrangements

CHAPTER 349 amends chapter 1117 of the Laws of 1969 to change the name of the Temporary State Commission to Study and Investigate the Causes of Unrest and Violence on College Campuses and in Secondary Schools to the Temporary State Commission to Study

Temporary State  
Commission to  
Study and In-  
vestigate the  
Causes of  
Educational  
Unrest and  
Violence

and Investigate the Causes of Educational Unrest and Violence, and to provide for reports to the Governor and the Legislature on March 1, 1973, and March 31, 1973, and for the commission to continue until May 1, 1973. The amendment also removes the restriction of the scope of the inquiry to college campuses and secondary schools and requires investigation of the reasons for incidents.

## 5. 1969 New York State Legislation Affecting the Professions

### General

CHAPTER 130 amends section 211 to authorize the Regents to delegate to Education Department officers the disposition of applications in licensing matters pursuant to rules duly adopted by the Regents.

Disposition of  
Applications

### Chiropractic

CHAPTER 737 amends section 6552 to delete the subject of hygiene from the licensing examination in chiropractic and to change bacteriology to microbiology. The amendment requires the Education Department to prepare questions for the basic subjects instead of using the questions prepared for the same subject in the medical licensing examination.

CHAPTER 856 amends section 6551 to permit re-admission to the chiropractic licensing examinations after January 1, 1968 of applicants who have graduated from chiropractic school or college and possessed qualifications meeting the requirements of the section prior to that date.

### Nursing

CHAPTER 58 renumbers sections 6923 and 6922 and amends that section which authorizes the Commissioner of Education to make contracts with hospitals for continuing education of nurses to include contracts with public hospitals and to delete the requirement that registered professional nurses have been out of active practice for five or more years to be eligible for such courses.

Continuing  
Education



CHAPTER 693 adds a new section 6921<sup>1</sup> to authorize the Commissioner of Education to make contracts with voluntary nonprofit or municipal hospitals or with duly chartered institutions of higher education in the State under which such hospital or institution shall provide courses in nursing to foreign trained nurses who have applied for license in this state as registered professional nurses.

Optometry

CHAPTER 832 amends the Insurance Law to permit the inclusion of optometric care in group medical expense indemnity coverage.

Pharmacy

CHAPTER 230 amends section 6809 to conform the State requirements with Federal requirements concerning the manufacture and use of new drugs.

Podiatry

CHAPTER 789 inserts in section 7001 a new definition of the scope of practice of podiatry. Such practice is defined as holding oneself out as able to and diagnosing, treating, operating, and prescribing for any disease, injury, deformity, or other condition of the foot including surgery on the bones, muscles, or tendons of the feet for the correction of minor deficiencies and deformities of a mechanical and functional nature. The treatment of fractures

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<sup>1</sup> Section 6921 was amended in 1970.

shall be limited to simple and uncomplicated fractures of the bones of the foot. The use of anesthesia shall be limited to local anesthetics for therapeutic purposes, as well as for anesthesia, and the right to use nonnarcotic postoperative sedatives, but this shall not be construed as prohibiting the treatment of a patient who is under general anesthesia. The scope of such practice is limited by a provision that it shall not confer the right to treat any other part of the human body nor shall it be construed as permitting treatment of fractures of the malleoli or cutting operations upon the malleoli.

CHAPTER 393 authorizes the Education Department, with the approval of the State Board of Psychology Examiners, to accept in lieu of the examination given by such board full or partial credit for satisfactory passing of comparable examinations given by a board of examiners of another state, a province of Canada, the American Association of State Psychology Boards, or the American Board of Examiners in Professional Psychology.

Out-of-State  
Examinations

#### Psychology

CHAPTER 1043 amends section 7605<sup>1</sup> to permit the issuance of a temporary permit for the practice of psychology for a period of 18 months, instead of 1 year as under the previous law, and provides that such permit

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<sup>1</sup> Section 7605 was further amended in 1970.

may be issued to an applicant whose qualifications have been approved for admission to the psychology certification examination, provided that such applicant has resided in the State for not more than 6 months prior to the filing of such application and provided further that such applicant possess a certificate or license as psychologist granted by another state or country which is satisfactory to the Board of Psychology Examiners.

6. 1970 New York State Legislation Affecting the Professions

CHAPTER 11 amends section 626 of the Education Law to provide that county awards for professional education in medicine may be granted for attendance at any approved medical or dental school within the United States rather than only within the State.

Medical  
and Dental  
Scholarships

CHAPTER 96 amends subdivision 6 of section 6556 of the Education Law to extend until July 1, 1972 the time within which applications may be filed for a chiropractic license under section 6556 by applicants who were students in a residence course in chiropractic on April 1, 1963.

Chiropractic  
Licensure

CHAPTER 127 amends the definition of a justifiable abortifacient act in section 125.05 of the Penal Law to authorize voluntary abortions within 24 weeks from the commencement of pregnancy. Such abortions must be performed by a duly licensed physician or by the pregnant female herself.

Abortions

CHAPTER 361 amends section 2305 of the Public Health Law to permit a physician to diagnose, treat, or prescribe for a case of venereal disease in a person under the age of twenty-one without the consent or knowledge of the parents or guardian.

Treatment of  
Venereal Disease

CHAPTER 406 authorizes the Education Department to waive the citizenship requirement for applicants for admission to the examination for licensure in medicine.

Citizenship  
Requirement in  
Medicine

CHAPTER 596 amends section 6513 of the Education Law to provide that members of the medical staff of a hospital serving on a hospital utilization committee for the purpose of evaluating and improving the quality of hospital care shall not be liable for damages for any action or recommendation made without malice and warranted by the facts known to said medical staff member.

Hospital  
Utilization  
Committees

CHAPTER 779 amends section 7605 of the Education Law to require that an applicant for certification as a professional psychologist possess a doctoral degree in psychology based on a program registered by the Education Department, or the substantial equivalent thereof. The statute previously required only a doctoral degree based on a program whose content was primarily psychological, or the substantial equivalent thereof.

Psychology  
Doctoral  
Requirement

CHAPTER 781 amends section 6921 of the Education Law by extending the authority of the Commissioner to make contracts for courses in nursing for foreign-trained nurses to include contracts with public hospitals as well as with municipal hospitals and voluntary nonprofit hospitals.

Contracts for  
Nursing Courses  
for Foreign-  
Trained Nurses

CHAPTER 856 adds a new section 6609-a to the Education Law providing for the admission to the dental licensing examination of foreign dental graduates holding doctorate degrees in dental medicine or dental surgery who have completed the requisite undergraduate study; who have obtained a diploma or degree in dentistry; and who have

Foreign Dental  
Graduates

been licensed in a foreign country. The new section also provides for the issuance by the Department of a limited permit, valid for a period of 3 years, to a graduate of a dental college who meets the educational requirements for admission to the licensing examination. Such permit would authorize the holder to practice dentistry only under the direction or supervision of a licensed dentist and only while employed in a hospital or dental facility.

CHAPTER 940 appropriates \$2,100,000 for the first half year of a program of annual grants of \$1,500 for each full-time matriculated student to eligible nonpublic institutions of higher education offering an approved program leading to an M.D. degree.

Financial Aid  
to Medical  
Schools

CHAPTER 974 amends the Business Corporation Law and the Tax Law to provide for the incorporation of professional service corporations. All shareholders, officers, and directors of such corporations must be licensed to practice the profession involved. A certificate to this effect must be obtained from the licensing authority (the four Appellate Divisions in the case of the practice of law, and the Education Department in the case of all other licensed professions) and must be submitted to the Department of State with the certificate of incorporation. The professional corporation may render professional services only through licensed professionals, who are liable as individuals for their professional acts. The certificate of incorporation is subject to revocation in the same manner

Professional  
Service  
Corporations



as an individual license. Professional service corporations may practice law or any of the professions licensed or certified by the Board of Regents or the Education Department, but interdisciplinary corporations may be formed only for the practice of professional engineering, architecture, landscape architecture, and land surveying. This chapter does not alter the status of existing professional corporations, or preclude the organization of professional corporations under any other provision of law.

CHAPTER 979 adds a new article 116<sup>1</sup> to the Education Law providing for the establishment in the State University of the New York State College of Optometry; establishing a board of trustees of said college under the supervision of the State University trustees; and providing for the powers and duties of said board of trustees.

College of  
Optometry

CHAPTER 985 amends section 7609 of the Education Law, effective July 1, 1970, to exempt the activities, services, and use of official title of employees of a duly chartered elementary school, secondary school, or degree granting educational institution from the provisions of Article 153 of the Education Law, which provides for the certification of psychologists and regulates the practice of psychology.

Psychology-  
Exemption of  
School  
Psychologists

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<sup>1</sup>

Article 116 was repealed in 1971.

CHAPTER 1010 adds a new subdivision 13 to section 6612 of the Education Law providing that dentists shall not be liable for damages for the injury or death of patients to whom they render first aid or emergency treatment at the scene of an accident unless such injury or death is caused by gross negligence on the part of the dentist.

Dentists  
Emergency  
First Aid

7. 1971 New York State Legislation Affecting the Professions

CHAPTER 135 repeals Article 116 of the Education Law, which provided for the establishment in the State University of the New York State College of Optometry and establishes detailed provisions concerning its operation, and amends section 352 to include an optometry college in the State University.

State University College of Optometry

CHAPTER 242 amends subdivision 4 of Section 568 of the Real Property Tax Law relating to the preparation of tax maps by a city, town, village, or county to specifically provide that such maps need not be prepared by or under the direction of a licensed land surveyor except where ground surveys or the determination of control points for photogrammetric surveys are required.

Land Surveying-Tax Maps

CHAPTER 294 amends the Social Services Law to allow physicians and other medical personnel to make photographs of the visible areas of trauma of children suspected of having been abused.

Child Abuse

CHAPTER 556 amends Section 6907 of the Education Law to extend from 30 to 90 days the duration of temporary permits for the practice of registered professional nursing and licensed practical nursing following completion of a program in nursing.

Temporary Permits in Nursing

CHAPTER 725 amends the Public Health Law to add a new Article 44 prohibiting medical referral service businesses.

Medical Referral Services

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<sup>1</sup>Section 6907 was amended and renumbered in 1972.

CHAPTER 878 amends the General Business Law to make it unlawful for any person or corporation to furnish a report of a referral for abortifacient services except to a law enforcement agency.

Abortion  
Referral  
Services

CHAPTERS 982 and 983 amend the Insurance Law to include chiropractic care provided through a duly licensed chiropractor within those services for which a medical expense indemnity corporation may reimburse a subscriber, and further provide that whenever a health insurance policy provides for reimbursement for any service which is within the lawful scope of the practice of a duly licensed chiropractor, a subscriber to such policy shall be entitled to reimbursement for such service performed by a duly licensed chiropractor.

Insurance Benefits  
for Chiropractic  
Services

CHAPTER 984 amends the Town Law to authorize town boards to contract on an annual basis for the services of a licensed physician to render medical care and treatment to the inhabitants of the town.

Contracts by  
Towns for Medical  
Services for  
Residents

CHAPTERS 987 and 994 comprise a recodification of the provisions of the Education Law providing for the licensing or certification of the various professions. All of the existing statutes are repealed, and the recodification is substituted. The general provisions relating to the establishment of licensing boards and the licensing and supervision of the professions are contained in an omnibus article applicable to all of the professions. In addition,

Recodification of  
the Professional  
Licensing Statutes

the special statutory provisions are contained in a separate article for each of the professions. This law was intended primarily as a recodification of existing law. Few substantive changes are made. The basic recodification is contained in Chapter 987.

Chapter 994 makes a number of technical corrections.

CHAPTER 988 amends Chapter 987 to require applicants for licensure as certified public accountants to pass a written examination.

Written Examination  
in Certified  
Public Accounting

CHAPTERS 989 and 990 amend the Education Law to include dentists within the protection against liability for members of utilization committees. These laws also prohibit disclosure proceedings in connection with the proceedings and records of such utilization committees. No person in attendance at a committee meeting may be required to testify as to what transpired, unless that person is a party to an action which was reviewed at such a meeting.

Hospital Utilization  
Committees

CHAPTER 991 amends Chapter 987 relating to the practice of chiropractic to continue the provision of existing law prohibiting chiropractors from using diagnostic or therapeutic methods involving chemical or biological means, or utilizing any electrical devices not specifically approved by the State Board of Chiropractic Examiners.

Chiropractic--  
Use of Devices

CHAPTER 992 amends new Section 6810<sup>1</sup> of the Education Law to exclude from the definition of prescription required drugs, within the meaning of the pharmacy article, any soft or hard contact lenses, eyeglasses or other devices for the aid of vision.

Definition of  
Prescription  
Required Drugs

CHAPTER 993 amends the definition of the practice of engineering contained in Chapter 987 to specifically include professional services relating to "buildings," "machines," or "works."

Definition of  
Practice of  
Engineering

CHAPTERS 995 and 1109 amend the Education Law provisions defining "utilization committees" to include committees of any local, county or state medical or dental society reviewing the quality of care in a hospital or extended care facility or a dispute between a physician or dentist and a patient concerning professional services or fees.

Medical Utiliza-  
tion Committees  
of Medical and  
Dental Societies

CHAPTERS 997, 998 and 999 amend the Public Health Law and the Education Law to authorize podiatrists to obtain a special certificate from the Department of Education and a Federal narcotic tax stamp. Such podiatrists may thereafter administer or prescribe narcotic drugs.

Podiatrists--  
Use of Narcotics

CHAPTERS 1135 and 1136 amend the Education Law and the Public Health Law to provide for the training, registration, and supervision of two new categories of health personnel, to be known as "physician's associates" and "specialist's assistants." They will work under the

Physician's  
Associates and  
Specialist's  
Assistants

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<sup>1</sup> Section 6810 was amended in 1972.



general supervision of licensed physicians. No physician may employ more than two such persons, and they may not be employed to perform functions specifically delegated to other health professions or specialties licensed or registered by the State Education Department or the Department of Health. The operating provisions of these chapters are effective April 1, 1972, but the necessary preparations for implementation and the appointment of an advisory council may take place before that date.

CHAPTER 1139 amends several laws including the Public Health Law and the Education Law to authorize the establishment of nonprofit medical corporations by three or more physicians for the purpose of conducting a group practice of medicine and to provide health services in connection with a prepaid comprehensive health care plan. These nonprofit medical corporations are granted preferred tax status and are made eligible for loans to cover the cost of their establishment and are allowed to finance their capital facilities in a manner similar to a hospital. No physician who is a member or employee of such a corporation may be compensated for practicing medicine except on behalf of the corporation. A certificate from the Health Department is required to incorporate, but the general requirements of the Education Law would still apply to the corporation and the individual physicians and each physician is personally liable for any negligent act committed by him or under his supervision.

NonProfit  
Medical  
Corporations

CHAPTER 1211 amends the Insurance Law to provide that when a policy provides for reimbursement for treatment by a physician or psychiatrist, the insured may also be entitled to reimbursement for treatment by a certified psychologist.

Insurance Benefits  
for Psychological  
Services

8. 1972 New York State Legislation Affecting the Professions

CHAPTER 50 amends and rennumbers former sections 6901-6908 of the Education Law as sections 6902-6909 and adds a new section 6901 to provide a new definition of the practice of registered professional nursing to include "diagnosing and treating human responses to actual or potential health problems," but such diagnostic privilege is made distinct from a medical diagnosis and such treatment is restricted to the nursing regimen or a prescribed medical regimen. The definition of the practice of licensed practical nursing is amended to include performing casefinding, health teaching, health counseling, and providing supportive and restorative care under the direction of a registered professional nurse or licensed physician or dentist. This chapter provides that nothing in the nursing article is to be construed as conferring the authority to practice medicine or dentistry.

Definition  
of Nursing

CHAPTER 57 amends subdivision 2 of section 6906 of the Education Law to provide that, if a candidate for a license in nursing is awaiting the result of a licensing examination at the time his limited permit expires, the candidate's permit will continue to be valid until 10 days after the Education Department notifies the candidate of his examination results.

Limited Per-  
mits in  
Nursing

CHAPTER 110 amends subdivision 5 of section 6906 of the Education Law to extend from 30 to 90 days the time during which a graduate nurse may practice under supervision pending receipt of a temporary permit.

Limited Permits in Nursing

CHAPTER 181 amends subdivision 1 of section 6527 of the Education Law to authorize not-for-profit medical or dental expense indemnity corporations or hospital service corporations to enter into contracts for medical services with professional service corporations organized under Article 15 of the Business Corporation Law and nonprofit medical corporations organized under Article 44 of the Public Health Law. This chapter also amends subdivision 4 of section 6527 to exempt such nonprofit medical corporations and professional service corporations from the prohibition against the practice of medicine.

Medical Corporations and Professional Service Corporations

CHAPTER 195 amends subdivision 2 of section 7206-a of the Education Law to provide that each full year of college study may be accepted as the equivalent of a full year of experience, up to a maximum of 2 years, for applicants for admission to the licensing examination in land surveying.

Admission to Examination in Land Surveying

CHAPTER 197 amends subdivision (2) of section 7804 of the Education Law to delete the requirement, which would have become effective on January 1, 1973, that an applicant for a massage license must have 800 hours of classroom instruction, and repeals subdivision (3)

Licensing Requirements for Masseurs and Masseuses

of section 7804, which would have become effective on January 1, 1975, and would have required 400 hours of hospital experience by an applicant for a massage license.

CHAPTER 244 amends section 2305 of the Public Health Law to authorize a staff physician of a hospital to diagnose and treat a person who is infected with a venereal disease or who has been exposed to infection, including a person under the age of 21 years who has not obtained the consent of his parents or guardian.

Treatment of  
Venereal  
Disease

CHAPTER 289 amends section 7004 of the Education Law to require each licensed podiatrist, at the time of application for biennial registration, to present satisfactory evidence to the State Board for Podiatry that in the years prior to filing for re-registration, he attended education programs conducted by the Podiatry Society of the State of New York or an equivalent program.

Podiatrists--  
Registration

CHAPTER 330 amends section 6536 of the Education Law to provide exemptions from the licensing requirement for physical therapists, for students working in approved programs of instruction or instructors teaching in such programs who are licensed in another state or country, and for persons employed as physical therapists on active duty in the armed forces, or employed by the Public Health Service of the United States or the Veterans Administration.

Physical  
Therapy  
Exemptions

CHAPTER 472 amends section 6531 of the Education Law to provide that physical therapists may provide treatment pursuant to the prescription or referral by a physician in accordance with the physician's diagnosis, and eliminates the former requirement that such treatment must be under the supervision or oral prescription of a physician.

Physical  
Therapists--  
Providing  
Treatment

CHAPTER 501 amends subdivision 3 of section 6527 of the Education Law to extend to podiatrists the same protection against liability presently afforded physicians and dentists serving on hospital review committees or committees of state or local societies evaluating health facilities or the quality of health care or investigating a dispute involving professional care or fees.

Podiatrists--  
Legal  
Immunity

CHAPTER 682 amends section 7005 of the Education Law to authorize a graduate of an approved podiatry school, who is eligible for examination, to participate in a clerkship for 2 years under the direct supervision of a licensed podiatrist, who is a faculty member of an approved school, for the purposes of a preceptorship program.

Practice of  
Podiatry

CHAPTER 768 adds a new section 399-m to the General Business Law to require promoters of paid public functions, where it is believed that the attendance will number 10,000 or more people, to secure the attendance of a licensed physician to render emergency medical treatment if necessary.

Physician's  
Attendance at  
Paid Public  
Functions



CHAPTER 769 amends the Public Health Law by adding a new section 2504 to dispense with the necessity for parental consent to medical treatment of a minor in an emergency. Any individual over 18 or married or a parent may give consent for medical treatment for himself or his child.

Consent to  
Medical  
Treatment

CHAPTER 881 (effective April 1, 1973) conforms various references and provisions in sections 811, 6802, 6807, 6808, 6810, 6815, and 6817 of the Education Law to the provisions of the Controlled Substances Act (chapters 878, 879, and 880) which enact legislation controlling the possession, manufacture, dispensing, administering, and distribution of drugs which have been defined as controlled substances by article 33 of the Public Health Law.

Controlled  
Substances

CHAPTER 884 amends several sections of the Public Health Law dealing with the qualifications and certification of a nurse-midwife, formerly designated by the title of mid-wife.

Nurse-  
Midwife

CHAPTER 918 (effective April 1, 1973) amends several sections of the Public Health Law to provide for the approval and regulation of "home health agencies," which include public or nonprofit organizations primarily engaged in providing professional nursing services and related services to persons at home.

Home Health  
Agencies

CHAPTER 922 amends section 7306 of the Education Law to provide that the definition of the practice of architecture does not prevent contractors or builders from engaging in construction management and the administration of construction contracts.

Architecture--  
Exempt Persons

CHAPTER 923 amends section 7301 of the Education Law, which defines the practice of architecture. This chapter makes no substantive change in the scope of the profession but eliminates some ambiguities which were present in the prior definition.

Definition of  
Architecture

CHAPTER 927 amends the Public Health Law by adding a new section 2805-b to provide that every private proprietary nursing home having a capacity of 80 patients or more may have a licensed medical doctor in attendance, upon the premises, for the care and treatment of patients.

Physicians  
in Attendance  
at Nursing  
Homes

CHAPTER 954 amends section 7208 of the Education Law to provide that the definition of the practice of engineering does not prevent contractors or builders from engaging in construction management and the administration of construction contracts.

Engineering--  
Exempt Persons

## Appendix P: Glossary

Agricultural and Technical Colleges - Public 2-year colleges of the State University of New York which are completely State supported and whose programs are mainly, though not exclusively, of the career type rather than the transfer type.

Categorical Aid - A type of financial aid that is granted in terms of specific categories as contrasted with general aid. An example of categorical aid would be programs for medical education. The "Bundy Aid" is not categorical being available to the institutions to use as they deem best within the bounds of prudence.

College Cooperative Centers - Educational facilities designed to provide academic remediation, tutoring, and counseling to prepare students for entry into 2- or 4-year colleges. These are completely State supported and are administered by the State University of New York.

College Opportunity Programs - Programs to provide tutorial and counseling services plus financial assistance to eligible students in higher education institutions in the State of New York.

College Proficiency Examinations - Single-subject tests developed by college faculty designed to measure college level knowledge in specific subject matter areas, however that knowledge has been obtained. Grading standards are determined by norming the examinations on appropriate end-of-course regularly enrolled college students.

Collegiate Post-Secondary Education - All forms of post-secondary education carried on under the supervision and/or administration of a degree-granting institution incorporated by the Regents.

Community Colleges - Public 2-year colleges established and operated pursuant to Article 126 of the Education Law. These are locally sponsored under the program of the State University of New York. In New York City, with the exception of Fashion Institute of Technology, the local sponsor is the Board of Higher Education of the City of New York.

Competency-Based, Field-Centered System of Teacher Preparation - A system in which (1) the competencies to be demonstrated and the criteria for assessment are made explicit and public, (2) the trainee is held accountable for meeting the criteria, (3) appropriate preparatory experiences are carried on within the school setting, and (4) preparatory programs are held accountable for preparing able personnel.

Course of Action - A description of the state of affairs as it presently exists and an indication of the direction and speed with which the objectives are to be achieved.

Doctoral Degree Programs: Academic and Research - Those programs designed to contribute to the knowledge of the subject matter, emphasize theory and utilize sophisticated research methods.

Doctoral Degree Programs: Professional - Those programs designed to prepare a person for the practice of a profession. Examples are the doctor of medicine, dentistry, and law programs.

EOP (Educational Opportunity Program) - The name given to the College Opportunity Program administered by the State University of New York.

Engineering Development Program - A post-baccalaureate continuing education program designed for technological updating of employed engineers. Intended to minimize job disruption and to deemphasize degree orientation, the program would employ a multimedia instructional package approach. Each of several learning modules necessary for gaining competence in a specific subject area would be prepared by joint academic-industrial committees.

Enrollment: Full-Time Equivalent - The number of full-time students enrolled plus the number of part-time students equated to full-time students. The methods of equating part-time to full-time vary. One method, used as a rule of thumb, is to divide the part-time figure by three.

Enrollment: Level of Attendance -

Undergraduate: The number of students enrolled in programs leading to a bachelor's degree or associate degree.

- 1) Lower Division: The first 2 years of an undergraduate program
- 2) Upper Division: That portion of an undergraduate program following the first 2 years

First-Professional: The number of persons enrolled in programs leading to the following degrees:

Dentistry - D.D.S. or D.M.D.  
Law - LL.B. or J.D.  
Medicine - M.D.  
Veterinary Medicine - D.V.M.  
Chiropody or Podiatry - D.S.C. or D.P.  
Optometry - O.D.  
Osteopathy -D.O.

Graduate: The number of students enrolled in programs leading to the master's or doctoral degree.

Enrollment: Type of Attendance

Full-Time: The number of students enrolled in a given term in courses that are equal in credit to at least 75 percent of a normal full-time load.

Part-Time: The number of students enrolled in a given term in courses that are equal to less than 75 percent of a normal full-time load.

Full Opportunity Program - The program of the State University of New York which guarantees admission to the University system to every high school graduate in New York. This program is not fully operational but steps are being taken to complete its implementation.

Goal - A description of some highly desirable condition which is sought, stated in broad, qualitative terms, which may be either fully or partially attainable during the life of the plan and, at any given time, may have to be limited or deferred.

HEOP (Higher Education Opportunity Program) - This is the name of College Opportunity Programs in the private sector of higher education in the State of New York.

Master's Degree: Academic - Those master's programs that are designed to contribute to the knowledge of the subject matter and to emphasize theory, as contrasted with professional master's degree programs.

Master's Degree: Professional Programs - Those programs designed to prepare a person for professional practice and which are generally, but not exclusively, terminal in nature.

Net Assignable Square Feet (NASF) - The sum of all areas on all floors of an institution's buildings assigned to or available for assignment to an occupant, including every type of space functionally usable by an occupant, except custodial, circulation, and mechanical areas.

Noncollegiate Post-Secondary Education - All forms of post-secondary education conducted by institutions and/or agencies that do not have college level degree granting powers. Examples are programs offered by proprietary schools (including those offering the A.O.S. degree), business and industrial centers, libraries, and museums.

Nursing: RN and LPN - Among the health professions classified as "nursing," two require licensure to practice: (1) Registered Professional Nurse (RN) whose preparation has been in a 4-year baccalaureate program, a 3-year diploma program, or a 2-year associate degree program, and (2) Licensed Practical Nurse whose preparation has been in a 1-year program.

Objective - A statement of a specific end to be achieved in each functional area for which a goal has been developed, the achievement of which must occur within specific time spans.

Open Admissions Program - A program at The City University of New York whereby every graduate of a New York City high school is guaranteed admission to The City University system.

Physicians' Associate - A highly skilled health professional who has had practical experience plus 2 years of training at an institution of higher education and who, under the supervision of a licensed physician, performs many of the routine duties usually performed by doctors.



Post-Secondary Education - All forms of education beyond the high school, both of a collegiate and noncollegiate nature, including but not limited to programs offered at traditional colleges and universities, proprietary schools, industrial centers, apprenticeship programs, and other educational facilities such as libraries, museums, and cultural centers.

Proprietary Schools - Private occupational, business, and correspondence schools licensed or registered by the State Education Department to operate in New York. The term "proprietary" refers to their profit-making status.

Regents External Degree - A college level degree awarded by the Regents upon evaluation of a person's record which may consist of results of college proficiency examinations, accumulation of college credits gained by regular college attendance, independent study, or other means deemed to be pertinent. The objective is to give credit for the knowledge a person has acquired rather than where he acquired it.

Regents Scholarships - A competitive scholarship program financed by the State of New York and available to residents enrolled at institutions of higher education, both public and private, in New York. (Details on the categories in which scholarships are awarded are available from the State Education Department.)

Regionalism - The utilization of the resources, both physical and personal, of public and private institutions of higher education on a regional basis in the development of programs to meet the individual and societal needs of the State.

Rules of the Board of Regents and Regulations of the Commissioner of Education - The measures adopted by the Regents to interpret and implement the statutes pertaining to the development, direction, and coordination of the educational system of the State. When filed with the secretary of state, they have the effect of law.

Scholar Incentive Awards - A noncompetitive financial assistance award administered by the State Education Department available to residents of the State of New York who are enrolled in institutions of higher education, both public and private in New York. The amount of the award is based on family income. Diploma schools of nursing students are eligible also.

SEEK (Search for Education, Elevation and Knowledge) - The program through which the College Opportunity Program is administered at The City University of New York.

Urban Centers - Educational facilities that emphasize vocationally oriented education and training with employment or job upgrading as the main goal. The facilities are completely State supported and are administered by the 2-year colleges of the State University of New York.